CAUT/ACPU

BULLETIN

FEBRUARY/FEVRIER 1966

A Publication of

publié par

L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITE

THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

VOLUME/TOME 14 NUMBER/NUMERO 3

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L'Association Canadienne des Professeurs d'Université
The Canadian Association of University Teachers

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Volume/Tome 14 Number/Numéro 3

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Published four times a year in October, December, February, and April.
Publié quatre fois par an: en octobre, décembre, février, et avril.

Subscription rate: $2.00 per year / Abonnement: deux dollars par an.

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Ottawa,Ontario.

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The University of Western Ontario, London, Ontario.

Advertising Office / Bureau de publicité, 34 Bater Ave., Toronto, Ontario.

Printed by / Imprimé par Hunter Printing London Ltd., London, Ontario.

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash.

AUTUMN MEETINGS 1965

The regular autumn meetings of the Executive and Finance Committee were held in October and early December, the Council also meeting in December. While many of the reports received and decisions taken are described in this issue and the December issue of the *Bulletin,* some comment here may be useful.

1. **University Financing.** The most important and time-consuming task undertaken was the preparation of a statement on university financing, arising from the report of the Bladen Commission, for presentation to the federal and provincial governments. This statement went through three drafts before it was placed before the Council, each draft being the subject of full comment and discussion by the E. & F. Committee and members of the Committee on University Financing. The Council gave the third draft a very thorough examination and empowered the Executive and Finance Committee to revise the statement in the light of that discussion and to present it. A fourth draft was then prepared at the national office and circulated for final comment by the E. & F. Committee and the Committee on University Financing. By the time this account appears, the fifth and last draft will presumably have been presented to the governments and released to the press. It will be published in full in a special number of the *Bulletin.*

2. **Study of University Pensions.** The Executive Secretary informed the Council that the study of pension plans is being carried forward, and that Professor Ingraham has made about half his intended visits to universities. Professor Laurie Gauvin (Laval) has been obliged to withdraw from the steering committee, and Professor Pierre Robert (Montréal) has agreed to replace him on the invitation of the E. & F. Committee.

3. **Committee on the Status of Women in Canadian Universities.** The establishment of this committee was reported in the *Bulletin* for October 1965. The committee, under the chairmanship of Professor Sheila Toshach (Alberta, Edmonton) intends to do a thorough survey of the situation. A certain wonderment was expressed by various Council members over the fact that some university administrators (surely the most conventional souls alive) make it a policy to encourage women faculty members to live in sin by penalizing them for marrying.

4. **Committee on Work Load.** The E. & F. Committee discussed thoroughly the desirability of making a study of the work load of the

university teacher. The discussion was prompted in part by recognition of the fact that, with universities increasingly dependent on public funds, questions about work load are certain to arise, which we ought to be prepared to answer; partly by recognition of the fact that in a society in which leisure for most people is expanding rapidly, the work load of the the university teacher is steadily increasing. The E. & F. Committee decided to initiate a study of the question, and the Council formally endorsed the decision.

5. **Bulletin and Newsletter.** The Executive and Finance Committee discussed the desirability of having the editing of the *Bulletin* and *Newsletter* done at the national office, since it is clear that this work, particularly as regards the *Bulletin*, has become too onerous to be carried on by a faculty member. The present editor of the *Bulletin*, Professor R. W. Torrens, who as Past President is a member of the Committee, fully concurred in this view. It was decided therefore that the editing of the two publications should be transferred to the national office, the *Bulletin* in the summer of 1966 and the *Newsletter* as soon as arrangements can be made.

6. **Applications for Affiliation.** Two formal applications for affiliation have been received, from the faculty associations at the Université de Moncton and Brock University. The E. & F. Committee will appoint committees of visitation, so that these applications may be dealt with by the Council in June. Since the December meeting, an application has come to the national office from the association at St. Dunstan's University. Associations are also being constituted at Trent and Simon Fraser Universities.

For the first time, a system of instantaneous translation was used at the Council meeting. While many delegates did not need it, and the very fluent bilingualism of the President sometimes made it seem superfluous, the overwhelming majority of members have expressed the view that it was an invaluable aid to discussion and understanding. If I may end this report with a personal comment, I should say that on this occasion the Council achieved in its debates an unusually high degree of freedom and of mutual respect and common concern.

J. Percy Smith,
Executive Secretary.

LA STABILITE D'EMPLOI DES PROFESSEURS D'UNIVERSITES DE LA PROVINCE DE QUEBEC

Le professeur Daniel Soberman de la Faculté de droit de l'Université Queen's a traité avec beaucoup de précision et de lucidité cette question de la stabilité d'emploi des professeurs d'universités au Canada(1). La notion de "stabilité d'emploi" qu'il propose et la raison d'être de cette permanence (2) sont acceptées d'emblée. Le but de cette brève étude est précis: les conclusions juridiques que l'auteur à dégagées pour les provinces de *common law* sont-elles valables au Québec, province régie par le droit civil? Cet article est donc complémentaire à la recherche menée par le professeur Soberman et restreint à l'aspect juridique du problème de la stabilité d'emploi des professeurs d'universités (3) du Québec.

Chapitre 1 - Résumé des règles de base du contrat de louage de services dans le code civil de la province de Québec (4)

L'art. 1602 C.C. définit en termes généraux le contrat de louage d'ouvrage (5). Il laisse clairement comprendre cependant qu'il s'agit d'un contrat consensuel, synallagmatique et fait à titre onéreux.

Planiol et Ripert (vol. II) offrent la définition suivante, généralement acceptée des juristes québecois:

> "Le contrat de travail est une convention par laquelle une personne met son activité professionnelle à la disposition d'une autre personne de manière à travailler sous la direction de celle-ci, et à son profit, moyennant une rémunération appelée salaire."

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(1) *La stabilité de l'emploi dans les universités canadiennes,* Daniel A. Soberman, Bulletin de l'ACPU, mars 1965, p. 37.

(2) vide, à la p. 39, la citation des professeurs Byse et Joughin où ces derniers rappellent principalement qu'il incombe aux professeurs "de développer chez l'étudiant l'esprit critique", tâche qui nécessite un minimum de sécurité.

(3) Le mot "université" réfère, dans cet article, aux universités de Montréal, Laval, Sherbrooke, McGill, Sir George Williams et Bishop. Il inclut également l'Ecole des Hautes Etudes Commerciales et l'Ecole Polytechnique, toutes deux affiliées à l'Université de Montréal. Il doit enfin, par extension, couvrir le cas du Loyola College: cette dernière institution n'est pas une université au sens strict du terme, mais elle est à mi-chemin entre l'université et les collèges classiques traditionnels.

(4) Il ne convient pas de reprendre ici le débat soutenu par un certain nombre d'auteurs qui limitaient à l'acte manuel et matériel le contrat de louage d'ouvrage et voyaient un mandat dès que l'acte était intellectuel, comme dans le cas d'un professeur. Cf.: Mignault, *Droit civil canadien,* vol. 7, pp. 239-240 et Faribault, *Traité de Droit civil du Québec,* vol. 12, pp. 36-37.

(5) "Le louage d'ouvrage est un contrat par lequel l'une des parties, appelée locateur, s'engage à faire quelque chose pour l'autre, qui est appelée locataire, moyennant un prix que cette dernière s'oblige de payer."

Les éléments essentiels à la formation du contrat sont alors le travail ou l'activité professionnelle du locateur, la direction exercée par le locataire et le salaire versé par ce dernier. La durée du contrat est le dernier élément important. Elle est laissée au gré des parties, mais la loi spécifie que le contrat "ne peut être que pour un temps limité, ou pour une entreprise déterminée" (a. 1667 C.C.).

Deux de ces éléments suscitent des questions: le contrôle et la durée. D'abord le contrôle: il est entendu que cette notion peut être interprétée libéralement et qu'il ne s'agit pas nécessairement d'une direction de tous les instants. C'est pourquoi Faribault écrit:

> "On considère comme engagés par un contrat de travail les artistes lyriques ou dramatiques, car, quel que soit leur talent, ils reçoivent toujours une certaine direction, du moins quant à l'heure, au lieu, à la durée ou aux costumes requis pour les représentations." (6)

Le même raisonnement s'applique au cas des professeurs qui ne sont soumis qu'à un contrôle restreint portant, à titre d'exemple, sur la charge d'enseignement et, dans une mesure moins précise, sur la qualité de celui-ci et sur les recherches effectuées.

Sous réserve de la restriction mentionnée plus haut, la durée du contrat est laissée à la volonté des parties. Toutefois, qu'arrive-t-il si les parties ne la spécifient pas, si le terme n'est pas fixé? L'on s'en remet alors à l'usage et à la nature de la tâche à accomplir. A défaut d'un tel usage, la doctrine, s'inspirant de l'art. 1642 C.C., est à l'effet que si le contrat est fait à tant par année ou par mois, il s'agit d'un contrat d'un an ou d'un mois (7). La jurisprudence est divisée sur le sujet et la Cour Suprême du Canada a rejeté cette proposition en 1933 (8), précisant qu'il s'agit alors d'un contrat d'une durée indéterminée.

Le contrat prend fin, entre autres, par l'échéance du terme. Si celui-ci n'est pas précisé, les parties peuvent y mettre fin en donnant un avis raisonnable et les tribunaux s'inspirent alors de l'art. 1657 C.C. qui suggère un avis de trois mois si l'engagement est de tant par année, d'un mois lorsque le salaire est de tant par mois et d'un jour si l'employé est payé tant par jour.

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(6) *op. cit.*, p. 36.

(7) Voir Faribault, *op. cit.*, p. 307; Mignault, *op. cit.*, p. 371.

(8) *Asbestos Corporation* v. *Cook*, 1933, R.C.S. 86.

L'on peut encore ajouter que le contrat peut être renouvelé par tacite reconduction et que le salaire de l'instituteur se prescrit par cinq ans (art. 2260 C.C.). S'il est renvoyé sans raison suffisante, le professeur peut réclamer à la fois des dommages nominaux, résultant du caractère arbitraire de la décision et de l'atteinte à sa réputation (qu'il aura à établir), et un dédommagement pour la perte de salaire. La jurisprudence, cependant, tend à opérer compensation entre cette perte et le salaire gagné ailleurs par le professeur durant la période à écouler entre le moment du renvoi et le terme du contrat dont on avait été convenu.

Voilà de façon sommaire les règles générales qui régissent le contrat de louage de services, règles auxquelles sont assujettis les universitaires sous réserve des précisions qui seront apportées au deuxième chapitre. Bref, leur engagement, à moins de stipulations précises, serait pour une durée indéterminée - du moins jusqu'à ce que la Cour Suprême du pays modifie son interprétation - mais ils auraient droit à un avis de trois mois au cas où l'employeur désirerait mettre fin au contrat puisque leur engagement est normalement de tant par année (9).

Chapitre 2 - Les précisions apportées par les chartes et règlements universitaires

Sous réserve de certaines prescriptions impératives, le Code civil ne s'appliquera qu'à titre supplétif. Les chartes et les règlements précisent le statut des professeurs au sein de chaque institution, et ce sont ces précisions qu'il s'agit maintenant de résumer.

Institution A

Les règlements reconnaissent trois catégories de professeurs: les titulaires, les agrégés et les auxiliaires.

Le recteur, a en définitive, un droit de véto puisque personne ne peut faire partie du personnel enseignant sans son approbation. Sous

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(9) Il n'existe, à la connaissance de l'auteur, aucun arrêt portant sur la stabilité de l'emploi des universitaires dans la jurisprudence québecoise. Ce qui est certain, toutefois, c'est que ces derniers, de même que les professeurs enseignant dans les collèges classiques et autres institutions indépendantes, ne bénéficient pas de l'art. 219 de la Loi de l'instruction publique de la province de Québec qui impose aux commissaires désirant ne pas réengager un instituteur de l'aviser personnellement avant le 1er juin - *Deltour c. Collège Bourget,* 1946, C.S. 461.

cette réserve, c'est le recteur qui nomme les auxiliaires, sur la recommandation du doyen qui aura consulté au préalable le directeur et, par l'intermédiaire de ce dernier, les professeurs intéressés. Les agrégés et les titulaires sont nommés, eux, par le Conseil de l'Université agissant sur la proposition du doyen de la faculté concernée. Le doyen est toutefois tenu d'agir sur la recommandation du comité de promotion de la faculté. Et il faut noter que des professeurs, titulaires ou agrégés, font partie tant du Conseil de l'Université que du comité de promotion.

Les critères qui permettent d'obtenir l'agrégation ou le titulariat sont nombreux. Ils sont d'ordre pédagogique, scientifique et moral.

La permanence d'emploi est garantie aux titulaires et aux agrégés, alors que les auxiliaires sont engagés pour une période déterminée.

Le renvoi pour cause est possible dans tous les cas. Il existe toutefois une procédure établie conjointement par le Conseil de l'Université et l'Association des professeurs. Tout professeur menacé de renvoi est informé de la nature des accusations portées contre lui. Il peut alors s'adresser à un comité des griefs composé de cinq membres, dont trois sont nommés par le Conseil et deux par l'Association des professeurs. Ce Comité fait rapport au Conseil de l'Université, mais celui-ci décide en dernier ressort.

Institution B

La charte civile défère l'autorité au Conseil des gouverneurs en ce qui concerne les conditions et la durée de l'engagement.

Par ailleurs, selon les règlements, seuls les titulaires sont nommés à titre définitif, sous réserve de l'âge fixé pour la retraite. Légalement, tous les autres professeurs, y compris les agrégés, sont engagés pour une période déterminée dont la durée normale est une année. Le contrat, précise un article des règlements, "doit contenir une clause de préavis, au cas de résiliation."

Tous les professeurs peuvent être démis pour cause et les titulaires peuvent être mis à la retraite s'ils ne sont "plus en mesure de donner l'enseignement que l'on attend d'eux."

Il faut mentionner, en ce cas, que de nouvelles structures sont discutées et que l'Université aura fort probablement une nouvelle charte sous peu. Quoi qu'il en soit, depuis 1956, de façon tacite mais

nullement officielle, les autorités semblent également reconnaître aux agrégés le bénéfice de la permanence. Les assistants-professeurs, chargés de cours, etc. . . ., n'ont pas cette garantie morale.

Institution C

Les contrats, sauf convention contraire, sont d'une durée d'un an. Ils sont renouvelables par tacite reconduction et quiconque désire y mettre fin doit donner un avis écrit de quatre mois.

Le titulaire et l'agrégé, aux conditions énumérées à certains articles bénéficient de la permanence.

Le professeur adjoint jouit d'une certaine sécurité puisqu'il n'est amovible que s'il "se présente un motif sérieux de demander sa démission."

Les autres professeurs n'ont aucune sorte de permanence.

Les règlements énumèrent les raisons qui peuvent mettre fin à l'emploi et à la permanence (10).

Institution D

En principe, les titulaires et les agrégés sont nommés pour une première période de cinq ans, après quoi ils ont la sécurité d'emploi. La promotion ou la nomination au titulariat peut entraîner immédiatement la permanence. Dans le cas des agrégés, aucune exception n'est prévue. La permanence accompagnera la nomination pour une seconde période si celle-ci a lieu.

Les assistants-professeurs et tous les autres sont tout au plus nommés pour une période définie. Les premiers, pour une durée

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(10) Les raisons suivantes peuvent mettre fin à l'emploi et à la permanence:
a) la limite d'âge, qui est de 65 ans;
b) l'avis donné à cet effet par le bénéficiaire du droit à la permanence;
c) la terminaison de l'engagement faute de renouvellement par tacite reconduction ou par consentement mutuel;
d) la commission d'un délit tel que mentionné à l'article . . . ou tout agissement allant à l'encontre des stipulations du contrat d'engagement;
e) l'abolition de la fonction;
f) l'incapacité de l'employé pour quelque cause que ce soit de remplir ses fonctions;
g) l'annulation ou la terminaison de l'entente pour toute autre cause reconnue par la loi civile.

maximale de trois ans; les autres pour une période d'une année au moins.

Tous ceux qui sont nommés pour une durée déterminée ont droit d'être avisés avant le 15 décembre du désir du Conseil d'administration de ne pas renouveler leur engagement. A défaut d'un tel avis, il y a tacite reconduction pour une période d'une année.

Le renvoi pour cause, après audition, est toujours possible, même à l'encontre de ceux qui bénéficient de la permanence. Ces causes sont énumérées dans les termes suivants: ". . . immorality, inefficiency or for any administrative or other cause which in the opinion of its Members (i.e. le Conseil d'administration) affects adversely the general well-being of the University." Comme on le constate, la clause est rédigée en des termes généraux qui confèrent une discrétion aux administrateurs et qui semblent même référer à un barème subjectif. A fortiori, ces mêmes causes peuvent justifier une suspension imposée par le Principal qui doit alors faire rapport au Conseil d'administration et au Sénat.

Institution E

La charte est formelle: à moins d'un accord à l'effet contraire conclu avec la corporation, l'engagement de tout professeur est susceptible de se terminer à la suite d'un avis de six mois. Avis que le professeur peut d'ailleurs donner lui-même pour se libérer de toute responsabilité.

Les autorités peuvent également suspendre ou renvoyer tout professeur dont le maintien en fonction, selon leur opinion, cause préjudice aux étudiants ou à l'université. Autre barème d'inspiration subjective.

Donc, aucune garantie formelle quant à la stabilité d'emploi.

Institution F

Aucune garantie légale n'existe au sujet de la stabilité d'emploi. Aucun texte n'y réfère. De source fiable, il appert que cette université n'a pas de politique clairement établie en ce qui concerne la permanence d'emploi des professeurs mais que l'on doit en élaborer une dès cet automne.

Encore une fois, ceci ne signifie pas que le principe n'est pas respecté dans les faits. Le même interlocuteur ajoutait ne pas se souvenir du renvoi d'un professeur ayant enseigné deux ans à cette institution.

Institution G

La permanence ne s'acquiert pas automatiquement. La décision de l'accorder appartient au président du collège agissant sur la recommandation d'un certain nombre de personnes.

En principe, les titulaires, les agrégés et même les assistants-professeurs acquièrent la permanence. Les premiers, au début de leur troisième année de service, les deuxièmes, au début de leur cinquième année et les assistants de même. Mais la règle n'est pas absolue.

Ces professeurs, lorsqu'ils désirent mettre fin à leur contrat, doivent en prévenir les autorités, et la date limite est le 15 janvier.

Une procédure est établie pour les cas de renvoi. C'est le président de l'institution qui décide en définitive, mais après consultation avec les membres d'un comité devant lequel le professeur que l'on veut renvoyer pour cause a eu l'occasion d'être entendu.

Institution H

La pratique actuelle en ce qui concerne la nomination et la promotion des professeurs s'appuie sur la tradition. Un article de la charte confie à la corporation le pouvoir de faire des règlements concernant les enseignants, mais celle-ci n'a pas utilisé ce pouvoir. En conséquence, aucun professeur ne bénéficie de la permanence d'emploi au sens légal de l'expression. Seuls les titulaires sont partiellement protégés puisqu'ils "ne peuvent être démis de leurs fonctions que par le vote des deux tiers des membres du conseil d'administration."

Institution I

La charte autorise la corporation à voter des règlements concernant les conditions d'engagement du personnel enseignant, mais celle-ci a choisi de ne pas utiliser ce pouvoir.

L'institution compte néanmoins des titulaires, des agrégés et d'autres catégories de professeurs, tels les chargés de cours et les stagiaires de l'enseignement. Mais ici encore, les nominations et les promotions sont régies par la tradition.

Il n'est pas facile de déduire des règles d'application générale de cette somme d'informations. D'autant moins qu'il n'existe aucune jurisprudence formelle (11) et que la recherche de précédents auprès des autorités des diverses institutions n'a pas donné de résultats tangibles.

Si l'on cherche néanmoins à faire le compte, on aboutit aux constatations suivantes. Sur le plan de la sécurité morale, il semble bien que l'ensemble des titulaires et agrégés soit protégé, mais ceci a une valeur bien relative quand un professeur a individuellement des difficultés avec les autorités. Et il ne s'agit pas là d'une pure hypothèse. Sur le plan strictement juridique, toute la gamme des situations existe. Cinq institutions sur neuf acceptent la notion de stabilité d'emploi; une ne la confère qu'aux titulaires, quatre l'accordent, à certaines conditions, aux titulaires et aux agrégés et l'une d'elles la concède même aux professeurs assistants (ou adjoints). Les autorités de toutes ces maisons d'enseignement se réservent le droit de destituer les professeurs pour cause. Une énumération précise, voire exhaustive, de ces causes est quasi impensable. Que l'on croit ou non la tentative valable, il convient néanmoins de souligner la formulation de ces raisons: elle fait souvent appel à des termes généraux qui confient aux autorités une grande discrétion, v.g. celui "qui néglige la préparation de ses cours ou qui, sans qu'il y ait de faute grave, manque à son devoir", qui "commet quelque délit incompatible avec sa fonction", qui "dévie de la vraie doctrine, ou encore qui manque de dignité dans sa conduite", etc. . . . Tout en reconnaissant qu'il s'agit là d'une tâche des plus délicates, il faut reconnaître que la situation faite au professeur est d'autant moins confortable que, dans six universités, ce sont les autorités administratives, i.e. le Conseil des gouverneurs ou le recteur, qui apprécient la gravité de ces raisons et décident en définitive s'il y a lieu ou non de sévir. Le recours aux barèmes subjectifs est donc une donnée générale . . . Et l'on serait mal venu de croire qu'une procédure précise protège le professeur en difficultés: seulement trois institutions ont des règlements à ce sujet, et encore, tous ces règlements spécifient que la décision finale est prise par le Conseil des gouverneurs (ou son équivalent) ou le recteur.

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(11) Le professeur Soberman a pu relever six décisions rendues par les tribunaux des autres provinces, *op. cit.*, pp. 47 ss.

Chapitre 3 - Conclusions

Le professeur Soberman a démontré la raison d'être de la stabilité d'emploi. Il a mentionné les moyens destinés à assurer la permanence aux professeurs. Quitte à répéter en partie ce qu'il disait, il convient de formuler certaines conclusions.

Premièrement, il faut modifier les chartes ou les règlements des diverses institutions de façon à ce que des clauses expresses garantissent la permanence au moins aux titulaires et aux agrégés. Deuxièmement, prévoir dans ces chartes ou règlements une procédure d'arbitrage très précise qui s'appliquera obligatoirement dans les cas de griefs. Les règles de la justice naturelle devront être respectées et le tribunal ne devra pas comprendre que des représentants des administrateurs. Sa décision liera les parties. Les suggestions du professeur Soberman à ce sujet sont des plus pertinentes (12). Troisièmement, prévoir l'élimination progressive des recours à des barèmes subjectifs dans les cas de difficultés entre professeurs et autorités. Quatrièmement, inclure une clause stipulant que tous les articles régissant les relations professeurs-autorités administratives ne peuvent être amendés si ce n'est de consentement mutuel. Etant entendu que l'association des professeurs est l'agent accrédité de l'ensemble du corps professoral. Cinquièmement, et dans le but d'améliorer ces relations, s'assurer qu'un certain nombre de professeurs siégeront au Conseil d'administration des diverses institutions.

Des universités sans hommes libres et compétents ne sont pas de vraies universités.

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(12) Ibid., aux pp. 60 ss.

SECURITY OF TENURE OF UNIVERSITY TEACHERS IN THE PROVINCE OF QUEBEC

Professor Soberman of the Faculty of Law of Queen's University has dealt with much accuracy and insight with this question of security of tenure of university teachers in Canada (1). His definition of "security of tenure" and the justification for such tenure (2) are accepted at the outset. This short study has a distinct goal: are the legal conclusions which the author has drawn concerning common law provinces valid in Quebec, a province ruled by civil law? This article thus complements the research undertaken by Professor Soberman and is restricted to the legal aspects of the problem of security of tenure of university teachers (3) in Quebec.

Chapter 1 - Summary of the basic rules concerning the service hiring contract to be found in the civil code of the Province of Quebec (4).

Article 1602 C.C. defines the labour hiring contract in general terms (5). However, it clearly refers to a consensual, synallagmatic contract, carried out subject to remuneration.

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(1) *Tenure in Canadian Universities,* Daniel A. Soberman, CAUT Bulletin, March, 1965, p. 5.

(2) See p. 7, the quotation of professors Byse and Joughin in which they remind us in particular that "teachers in colleges and universities in our society have the unique responsibility to help their students develop critical capacities", a task which requires a minimum of security.

(3) In this study the word "university" refers to the universities of Montreal, Laval, Sherbrooke, McGill, Sir George Williams and Bishop's. It also includes l'Ecole des Hautes Etudes Commerciales and l'Ecole Polytechnique both affiliated with the University of Montreal. Last, in a wider sense, it must apply to Loyola College: the latter institution is not a university in the strict sense of the word, but is half way between a university and the traditional "collèges classiques".

(4) It is pointless here to come back to the controversy engaged in by certain authors who limited the labour hiring contract to the manual or material act and concluded in favour of a mandate as soon as the act was intellectual, as in the case of a university teacher. Cf.: Mignault, *Droit civil canadien,* vol. 7, pp. 230-240 and Faribault, *Traité de Droit civil du Québec,* vol. 12, pp. 36-37.

(5) "Labour hiring is a contract in which one of the parties, called employee, promises to do something for the other, called employer, for a price the latter agrees to pay."

Planiol and Ripert (vol. II) give the following definition, generally accepted by Quebec lawyers:

> The employment contract is an agreement according to which a person places his or her professional activity at the disposal of another person so as to work under the supervision and for the benefit of the latter in return for a remuneration called wage.

The essential elements included in a contract are then, the labour or professional activity of the employee, the supervision exercised by the employer and the wage paid by the latter. The duration of the contract is the last important element. It is left to the discretion of the parties, but the law stipulates that the contract "can only be for a limited time or for a specified undertaking" (a. 1667 C.C.).

Two of these elements bring up questions: supervision and duration. First supervision: it is understood that this concept admits of a wide range of interpretations and that it does not necessarily mean supervision of every instant. Hence Faribault:

> Opera singers or actors are considered bound by an employment contract, because, whatever their talents, they always undergo a certain amount of supervision, at least as far as the time, the place, the duration or the costumes required for the performance are concerned. (6)

The same reasoning applies to university teachers who are only subject to a limited amount of supervision regarding, for example, their teaching responsibility and, to a lesser extent, the quality of their teaching and the research undertaken.

Barring the restrictions mentioned above, the duration of the contract is left to the will of the parties. However, what happens if the parties do not specify it, if no time limit is set? In that case one falls back on custom and the nature of the task to be undertaken. In the absence of such custom, the doctrine, inspired by article 1642 C.C., is to the effect that if the contract is drawn up for so much per year or per month, it is a one year or one month contract (7). Jurisprudence is divided on the question and the Supreme Court of Canada rejected this proposition in 1933 (8) ruling that in such a case it is a contract of indeterminate duration.

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(6) Faribault, p. 36.
(7) See Faribault, p. 307; Mignault, p. 371.
(8) *Asbestos Corporation v. Cook,* 1933, R.C.S. 86.

Among other things, the contract is terminated through expiration of the time limit. If the latter is not specified, the parties may terminate it by giving reasonable notice, and tribunals are then guided by article 1657 C.C. which suggests three months' notice if the contract is for so much per year, one months' notice if the salary is so much per month, and one day's notice if the employee is paid so much a day.

One can also add that the contract may be renewed by tacit agreement and that the instructor's salary is decided every five years (article 2260 C.C.). If he is dismissed without a sufficient reason, the teacher may claim both nominal damage resulting from the arbitrary character of the decision and from the harm done to his reputation (which he will have to establish) and compensation for the loss of salary. Jurisprudence, however, tends to award compensation between this loss and the salary earned elsewhere by the teacher during the period elapsing between the time of dismissal and the date terminating the contract previously agreed upon.

These are, briefly stated, the general rules regulating the service hiring contract to which university teachers are subject except for the details to be supplied in Chapter II. In short, their contracts would seem to be for an indeterminate period — at least, until the Supreme Court of the country modifies its interpretation — but they would seem to be entitled to three months' notice should the employer wish to terminate their contracts since their appointment is normally for so much a year (9).

Chapter II - Particulars drawn from university charters and rules. Barring certain imperative prescriptions, the civil code is only applicable in a suppletory capacity. The charters and the rules specify the status of the teachers within each institution, and it is these particulars which now call for a summary.

Institution A The rules recognize three categories of teachers, full professors, "agrégés" and assistant staff.

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(9) To the author's knowledge there is no judgement concerning security of tenure of university teachers in Quebec jurisprudence. What is established as a certainty, however, is that the latter, as well as the teachers of "collèges classiques" and other independent institutions, do not benefit from the provisions of article 219 of the Bill of Public Education of the Province of Quebec, which make it mandatory for school boards unwilling to renew the contract of a teacher, to give personal notice before June 1st. - *Deltour v. Collège Bourget,* C.S. 461.

The president finally has a veto right since nobody can be a member of the teaching staff without his approval. Apart from this reservation, it is the president who appoints the assistant staff on the recommendation of the dean who will have previously consulted with the head of the department and, through him, with the professors concerned. As for the "agrégés" and full professors, they are appointed by the University Council acting on the recommendation of the dean of the faculty concerned. However, the dean himself has to follow the recommendation of the promotion committee. And it must be remembered that teachers, full professors and "agrégés" sit on both the University Council and the promotion committee.

The criteria leading to the "agrégation" and full professorship are numerous. They are of a pedagogical, scientific and moral order.

Tenure is guaranteed to full professors and "agrégés" whereas assistant staff are only hired for a limited period.

Dismissal for a valid reason is possible in every case. However there is a procedure jointly set up by the University Council and the Faculty Association. Any professor threatened with dismissal is informed of the nature of the accusation laid against him. He may then apply to a grievance committee made up of five members, three of which are nominated by the Council and two by the Faculty Association. This Committee reports to the University Council, but the latter makes a decision in the last analysis.

Institution B Where the conditions and duration of the appointment are concerned the civil charter puts the authority in the hands of the Board of Governors.

Moreover, according to the revised rules full professors alone are permanently appointed contingent on the age laid down for retirement. Legally, all other teachers, "agrégés" included, are appointed for a determinate period which is normally of one year. One article of the regulations stipulates that the contract "must include a notice clause in case of termination".

All professors can be dismissed for a valid reason and full professors asked to retire if they can "no longer provide the type of teaching that is expected of them.

It should be mentioned here that new structures are under discussion and that the university will most probably receive a new

charter in the near future. However, since 1956, in a tacit but by no means official manner the authorities seem to have accepted the perquisite of tenure for "agrégés". Assistant professors and lecturers do not benefit from this moral guarantee.

Institution C Unless there be a clause to the contrary, contracts are for one year. They are renewable by tacit agreement, and whoever wants to terminate them must give four months' written notice.

The full professor and "agrégé" benefit from tenure under the conditions outlined in certain articles.

The associate professor enjoys a certain amount of security since he can only be moved if "there is a serious reason to ask for his dismissal".

The other teachers have no tenure of any kind.

The rules list the reasons for which employment and tenure can be terminated (10).

Institution D As a rule, full professors and "agrégés" are appointed for an initial period of five years following which they enjoy security of tenure. Promotion to a full professorship may involve immediate tenure. In the case of "agrégés" no exception is provided for. Tenure follows appointment for a second period if the latter takes place.

Assistant professors and all others are at the most appointed for a definite period. The former for a maximum of three years, the others for at least one year.

All those who have been appointed for a definite period have a right to be informed by December 15 of the desire of the Board of Governors not to renew their contracts. In the absence of such notice, there is renewal by tacit agreement for another year.

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(10) The following reasons can end employment and tenure:
- a) the age limit, which is 65;
- b) notice given to that effect by the person entitled to tenure;
- c) termination of the contract in the absence of renewal by tacit agreement or mutual consent;
- d) misdemeanour such as mentioned under article . . . or any dealings violating the stipulations of the contract;
- e) abolishment of the position;
- f) incapacity for any reason on the part of the employee to fulfil his function;
- g) annulment or termination of the agreement for any other reason recognized by civil law.

Dismissal for a valid reason, following a hearing, is always possible, even in the case of those who are benefiting from tenure. These reasons are enumerated in the following terms: ". . . immorality, inefficiency or for any administrative or other cause which in the opinion of its Members (i.e. the Board of Governors) affects adversely, the general well-being of the University". It may be noticed that the clause is drawn up in general terms which confer discretionary powers on the administration and which even seem to point to a subjective scheme of evaluation. It follows that these same causes can justify suspension by the Principal who must then report to the Board of Governors and the Senate.

Institution E The charter is categorical: Barring an agreement to the contrary effect concluded with the corporation, the contract of any teacher may be terminated after six months' notice, which notice can be given by the teacher himself in order to free himself from all responsibility.

The authorities can also suspend or dismiss any teacher who in their opinion, while exercising his duty, causes harm to the students or the university. This is another system of subjective inspiration.

Thus, there is no formal guarantee as to security of tenure.

Institution F There is no legal guarantee concerning security of tenure. No text refers to it. From reliable sources it appears that the University has no clear defined policy concerning security of tenure of university teachers but that one is to be worked out this fall.

Once again, this does not mean that the principle is not respected in fact. The same informant added that he did not remember a single case of dismissal of a teacher having taught at that institution for two years.

Institution G Tenure is not acquired automatically. The decision to grant it rests with the President of the College acting on the recommendation of a certain number of persons.

As a rule, full professors, "agrégés" and even assistant professors get tenure. The first mentioned at the beginning of their third year of service, the second at the beginning of their fifth. The same is true of the assistant professors. But there is no absolute rule.

When desiring to end their contract, these teachers must inform the authorities, the deadline being January 15.

A precise procedure is set up in case of dismissal. In short, it is the President of the institution who makes the decision, but following consultation with the members of a committee before which the teacher whose dismissal is being contemplated for a valid reason has had the chance of a hearing.

Institution H Present practice concerning the appointment and promotion of teachers is based on tradition. One article of the charter entrusts the corporation with the power to work out rules concerning the teachers, but it has not made use of this power. Consequently, no professor benefits from security of tenure in the legal sense of the word. Full professors alone are partially protected since they "may only be dismissed through the vote of two thirds of the members of the Board of Governors."

Institution I The charter authorizes the corporation to work out rules concerning the conditions under which teaching staff may be hired, but it has not made use of this power.

The institution however comprises full professors, "agrégés" and other categories, such as assistant professors and teaching fellows. But here again, appointments and promotions are ruled by tradition. It is not easy to deduce rules of a general validity from all this information. Especially as there is no strictly established jurisprudence (11) and the search for precedents with the authorities of the different institutions has not yielded any tangible results.

If one nevertheless tries to evaluate the situation, one is led to the following conclusions. On the level of moral security, it seems that the majority of full professors and "agrégés" are protected, but this is only of relative value when a teacher has individual problems with the administration. And this is not just a matter of mere speculation. On the strictly legal level, we are faced with every conceivable situation. Five institutions out of nine accept the idea of "security of tenure"; one only grants the benefit of it to full professors, four grant it even

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(11) Professor Soberman has been able to call attention to six decisions taken by tribunals of the other provinces, *CAUT Bulletin,* March 1965, pp. 3 and following.

to associate or assistant professors. The authorities of all these institutions of learning reserve the right to dismiss teachers for a valid reason. A precise or even exhaustive listing of the causes is almost impossible. Whether or not one believes in the validity of the undertaking, it is worth stressing the wording of these reasons: it repeatedly calls upon general terms which confer great discretionary powers on the authorities, as for example: "he who neglects the preparation of his lectures or who, without committing a serious offence, neglects his duty", who "is responsible for some misdemeanour incompatible with his position", who "deviates from sound doctrine or else whose behaviour is lacking in dignity," etc. While admitting that this is a most delicate task, one has to recognize that the position of the teacher is all the more uncomfortable as, in six universities, it is the administration i.e. the Board of Governors or the President, who estimate the gravity of these reasons and who ultimately decide whether or not sanctions are called for. Recourse to a subjective scheme of evaluation is consequently a general feature . . . And it would be unwise to think that any precise procedure protects the teacher in trouble: only three institutions have any rules in this connection, and, even there, all these rules specify that the final decision is made by the Board of Governors or the President.

Chapter III - Conclusions.

Professor Soberman has given a justification for the security of tenure. He has mentioned the means aimed at insuring tenure to teachers. At the risk of partly repeating what he has said, it is appropriate to formulate certain conclusions.

First, the charters and rules of the various institutions have to be modified in order that explicit clauses guarantee tenure, at least to full professors and agrégés". Second, in these charters and rules, provision must be made for a very precise procedure of arbitration to be set up which will be obligatory in case of grievances. The rules of natural justice must be safeguarded and the tribunal include not only representatives of the administration. Its decisions will be binding for both parties. Professor Soberman's suggestions in this respect are most pertinent (12). Third, measures must be taken for the progressive elimination of recourse to subjective schemes of evaluation in the case of difficulties between the teachers and the authorities. Fourth, a clause must be included stipulating that all articles ruling the teacher-admin-

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(12) Ibidem, pp. 60 and following.

istration relationship can only be amended by mutual consent. It being understood that the Faculty Association is the accredited agent for the entire teaching staff. Five, and in order to improve these relations, a certain number of teachers must be members of the Board of Governors of the various institutions.

Universities without free and competent men are not genuine universities.

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NOTICE

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GROUP #1 June 9 - Toronto/Montreal/London
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Sept. 8 - London/Montreal/Toronto

GROUP #4 July 13 - Toronto/Montreal/London
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SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

For several years the Dominion Bureau of Statistics has collected data on salaries of university teachers for several organizations, and for its own needs. One of the organizations served has been the Canadian Association of University Teachers.

In an attempt to speed up the release of current salary data, D.B.S. began in 1964-65 to print the information for the CAUT as it became available so that it could be supplied to university administrations, as well as to CAUT staff associations, somewhat earlier than in previous years.

The great majority of the institutions included in this report have CAUT local associations. Data for each institution were entered as soon as calculations made from the initial returns had been checked by the institutions submitting them. There has thus been no ranking of institutions.

It is expected that an analysis of these data, as well as information for any institution with a CAUT local that is not included here, will be published in *The CAUT Bulletin*. Data for 1964-65 appeared in the January, 1965 issue of the *Bulletin*.

Five figures are given for each academic rank in the following order:

—*Number* of staff;

—*Floor* of official salary scale;

—10*th percentile* (or 1st decile - 10 per cent of salaries are at or lower than this figure) - not calculated if less than 10 in the category;

—*Average* (arithmetic mean) salary - not shown if 1 or 2 persons in the category;

—90*th percentile* (or 9th decile - 10 per cent of salaries are at or higher than this figure) - not calculated if less than 10 in the category.

Both the 10th and 90 percentiles were calculated from ungrouped data.

Data for deans are given only in the overall averages, where so indicated.

The interpretation of the symbols used is as follows:

.... not calculated, or not available

— none

The institutions included are listed in the following order:

Lakehead University
St. Paul's College
York University
St. Francis Xavier U.
St. Mary's University
Sir George Williams U.
St. John's College
Loyola College
University of Waterloo
Bishop's University
University of New Brunswick
Brandon College
United College
University of British Columbia
University of Ottawa
Acadia University
Royal Military College
Université de Sherbrooke
Collège Jean-de-Brébeuf
McGill University
University of Manitoba
Carleton University
McMaster University
Mount Allison University
Brock University
Trent University
University of Toronto
Waterloo Lutheran University
Nova Scotia Technical College
University of Western Ontario
University of Alberta (Edmonton)
University of Alberta (Calgary)
Université Laval
Dalhousie University
University of Victoria (B.C.)
Memorial U. of Newfoundland
University of Saskatchewan
University of Guelph
University of Windsor
Queen's University
Laurentian U. of Sudbury
Université de Montréal

Prepared by:

Higher Education Section,
Dominion Bureau of Statistics,
Ottawa, Canada
December, 1965

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below pre-ceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs. (1)	Other full profs. (2)	All full profs. (total of 1 & 2) (3)	(4)	(5)	(6)	(7)	(8)	Incl. deans (9)	Excl. deans (10)
Lakehead University:						*Lecturers*	*Instructors*			
Number in rank	1	1	2	10	19	11	1	—		
Floor	13,000	13,000	13,000	9,750	8,000	6,500				
10th percentile	....	....	....	9,750	8,000	6,500	....	—		
Average	....	....	....	10,330	8,476	6,982	....	—	9,208	
90th percentile	....	....	....	11,250	9,230	7,500	....	—		
St. Paul's College:						*Lecturers*	*Instructors*			
Number in rank	—	—	1	2	6	9	2	—		
Floor			11,500	9,200	7,500	6,000				
10th percentile	—	—	....	....	....	....	....	—		
Average	—	—	....	....	8,200	6,822	....	—		7,565
90th percentile	—	—	....	....	....	....	....	—		
York University:						*Lecturers*	*Instructors*			
Number in rank	15	8	23	28	44	41	1	3		
Floor		13,000	13,000	9,500	7,500	6,000	4,400	....		
10th percentile	13,000	....	13,000	9,790	7,500	6,000	....	....		
Average	15,280	13,687	14,726	11,318	8,402	7,115	....	9,766	9,890	
90th percentile	19,000	....	17,550	13,060	9,160	7,800	....	....		
St. Francis Xavier University 1, 2:						*Lecturers*				
Number in rank	—	9	9	20	19	22	—	—		
Floor		11,000	11,000	9,000	7,000	5,500	—	—		
10th percentile	—	....	....	9,250	7,000	5,520	—	—		
Average	—	11,983	11,983	9,778	7,911	6,261	—	—	8,511	
90th percentile	—	....	....	10,550	9,210	6,880	—	—		

1. Religious staff paid on a scale less than that applying to lay staff are excluded.

2. Includes Xavier College.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September and October 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
St. Mary's University:						*Lecturers*				
Number in rank	—	2	2	25	23	6	—	—		
Floor		11,000	11,000	9,000	7,000	5,700	—	—		
10th percentile	—	....	...	9,400	7,000	....	—	—		
Average	—	....	....	10,324	7,713	6,133	—	—	8,953	
90th percentile	—	....	....	11,400	8,500	....	—	—		
Sir George Williams U.:						*Lecturers*	*Sessional Lecturers*			
Number in rank	—	13	13	29	87	14	10	—		
Floor	13,000	13,000	13,000	10,000	7,600	6,600	6,500	—		
10th percentile	—	13,000	13,000	9,600	7,600	6,600	6,000	—		
Average	—	13,877	13,877	10,624	8,468	7,443	6,360	—	9,262	
90th percentile	—	14,800	14,800	12,410	9,900	9,300	7,000	—		
St. John's College:						*Lecturers*	*Instructors*			
Number in rank	—	—	—	4	11	3	1	—		
Floor		13,000	13,000	9,500	7,500	6,000	—	—		
10th percentile	—	—	—	....	7,500	....	....	—		
Average	—	—	—	10,000	7,909	6,500	....	—	8,595	
90th percentile	—	—	—	....	8,290	....	....	....	—	
Loyola College:						*Lecturers*	*Instructors*			
Number in rank	4	5	9	24	46	28	10	2		
Floor		13,000	13,000	9,800	7,800	6,300				
10th percentile	....	....	....	9,470	7,800	6,300	5,000	....		
Average	14,938	13,400	14,083	10,364	8,462	6,978	5,320	....	8,802	
90th percentile	....	....	....	11,750	9,070	7,720	6,500	....		

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September and October 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
University of Waterloo:						*Lecturers*				
Number in rank	13	29	42	75	123	57	—	—		
Floor	13,600	13,000	13,000	9,700	7,600	6,000	—	—		
10th percentile	14,160	13,000	13,000	9,700	8,000	6,000	—	—		
Average	14,946	13,972	14,274	10,873	8,819	6,964	—	—	9,866	
90th percentile	16,000	15,280	16,000	12,200	9,500	7,760	—	—		
Bishop's University:						*Lecturers*				
Number in rank	11	1	12	5	16	16	—	—		
Floor	12,700	12,700	12,700	10,000	8,000	6,700	—	—		
10th percentile	....	....	12,700	....	8,015	6,895	—	—		
Average	....	....	13,488	10,700	8,272	7,394	—	—	9,754	
90th percentile	....	....	14,400	....	8,975	7,890	—	—		
University of New Brunswick:						*Lecturers*	*Instructors*			
Number in rank	19	16	35	61	68	40	5	—		
Floor		11,300	11,300	9,200	7,200	—		—		
10th percentile	12,400	11,500	11,950	9,200	7,200	4,800	....	—		
Average	13,247	12,644	12,971	10,038	7,969	6,482	5,640	—	9,282	
90th percentile	14,740	14,100	14,400	11,490	9,000	7,800	....	—		
Brandon College:						*Lecturers*				
Number in rank			4	15	23	10	—	—		
Floor			12,000	10,000	7,500	6,000	—	—		
10th percentile			....	9,750	7,500	6,000	—	—		
Average			12,300	10,473	8,517	6,950	—	—	9,242	
90th percentile			....	11,500	9,500	7,500	—	—		

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
United College 3, 4:						*Lecturers*	*Instructors*			
Number in rank	7	1	8	9	18	30	1	—		
Floor 5		11,300	11,300	9,300	7,000	5,500		—		
10th percentile	....	....	....	....	7,000	5,500	....	—		
Average	....	....	12,875	9,833	7,394	6,290	....	—	7,930	
90th percentile	....	....	....	....	8,000	7,000	....	—		
University of British Columbia:						*Instructor II*	*Lecturers & Instructor I*			
Number in rank	62	141	203	257	390	101	104	—		
Floor		13,000	13,000	10,000	8,000	6,500	—			
10th percentile	13,600	13,000	13,000	10,500	8,000	6,500	5,400	—		
Average	16,853	14,887	15,414	11,700	9,315	7,693	7,270	—	10,841	
90th percentile	19,500	16,900	18,200	13,200	10,500	9,000	10,000	—		
University of Ottawa:						*Lecturers*				
Number in rank	25	26	51	78	90	70	—	—		
Floor 6		12,500	12,500	10,000	7,600	6,000	—	—		
10th percentile	13,100	10,900	11,200	9,300	7,600	6,000	—	—		
Average	15,028	12,738	13,861	10,711	8,613	6,819	—	—	9,883	
90th percentile	18,300	14,640	16,500	12,000	9,700	7,650	—	—		
Acadia University 7:						*Lecturers*				
Number in rank	11	13	24	24	31	6	—	—		
Floor		10,000	10,000	8,500	6,500	5,500	—	—		
10th percentile 7	10,000	10,000	10,000	8,500	6,500	....	—	—		
Average 7	10,000	10,000	10,000	8,625	6,597	5,808	—	—	8,161	
90th percentile 7	10,000	10,000	10,000	9,400	6,950	....	—	—		

3. Salaries of theology staff not included. 4. Salary increases are granted on Jan. 1 of each year. 5. As of Jan. 1965.
6. These floors will be fully effective on July 1, 1966 (not 1967 as reported by DBS in June, 1965).
7. Additional allowances for deans and department heads are not included in these data.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Royal Military College:						*Lecturers*				
Number in rank	4	12	16	16	15	28	—	—		
Floor	13,500	13,000	13,000	10,080	8,060	5,640	—	—		
10th percentile	. .	13,000	13,000	10,632	8,300	6,672	—	—		
Average	15,438	14,438	14,688	11,559	9,169	7,425	—	—	10,692	
90th percentile	. .	16,300	16,900	12,720	10,320	8,184	—	—		
Université de Sherbrooke 8:				*Agrégés*	*Adjoints*	*Chargés d' enseignement*	*Chargés de cours*			
Number in rank	—	—	—	17	52	28	21	—		
Floor	....	. .	....	.	.	6,400	6,400	—		
10th percentile	—	—	—	9,920	8,440	7,000	6,400	—		
Average	—	—	—	11,435	9,553	8,554	7,570	—	9,502	
90th percentile	—	—	—	13,420	10,800	10,220	9,130	—		
Collège Jean-de-Brébeuf 8:								*All Staff* 8		
Number in rank	—	—	—	—	—	—	—	16		
Floor	—	—	—	—	—	—	—	....		
10th percentile	—	—	—	—	—	—	—	6,300		
Average	—	—	—	—	—	—	—	7,982		7,982
90th percentile	—	—	—	—	—	—	—	9,765		
McGill University:						*Lecturers*				
Number in rank	61	89	150	219	266	143	—	7		
Floor		13,000	13,000	10,000	7,500	6,250	—			
10th percentile	13,400	13,000	13,000	10,000	7,800	6,250	—	....		
Average	16,002	14,508	15,116	11,434	8,680	6,930	—	12,429	10,522	
90th percentile	20,000	17,410	18,500	14,000	10,000	7,875	—	—		

8. Religious staff excluded.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
The University of Manitoba:						*Lecturers*				
Number in rank	45	38	83	127	178	86	—	—		
Floor		13,500	13,500	10,500	8,000	—	—	—		
10th percentile	14,150	13,500	13,500	10,500	8,100	6,000	—	—		
Average	15,861	14,229	15,114	11,611	8,925	7,164	—	—	10,565	
90th percentile	18,250	15,420	17,010	13,000	9,800	7,940	—	—		
Carleton University:						*Lecturers*				
Number in rank			29	47	84	26	—	—		
Floor			12,600	9,700	7,700	—	—	—		
10th percentile			12,600	9,700	7,800	6,000	—	—		
Average			13,566	10,915	8,527	7,281	—	—	9,868	
90th percentile			15,030	12,140	9,260	8,080	—	—		
McMaster University:						*Lecturers*	*Instructors*			
Number in rank	17	46	63	71	107	36	9	—		
Floor	13,300	13,000	13,000	10,000	7,500	6,000	—	—		
10th percentile	13,605	13,000	13,000	10,000	8,000	6,500	....	—		
Average	16,347	14,724	15,162	11,109	8,752	7,363	5,056	—	10,601	
90th percentile	18,990	16,490	18,120	12,400	9,625	8,000	....	—		
Mount Allison University:						*Lecturers*	*Instructors*			
Number in rank	16	3	19	10	33	23	8	2		
Floor		10,500	10,500	9,000	7,000	5,000				
10th percentile	10,620	. .	10,680	9,000	7,430	5,650	....	....		
Average	11,275	11,033	11,237	9,870	8,033	6,609	6,088	.	8,471	
90th percentile	11,580	....	11,520	11,000	8,770	7,570	. .			

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October and November 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below pre-ceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Brock University:						*Lecturers*	*Instructors*			
Number in rank	4	—	4	8	4	6	2	1		
Floor	12,600	12,600	12,600	10,250	8,000	6,000				
10th percentile	.	—	....	....	....	....	....	....		
Average	13,775	—	13,775	11,744	8,713	6,883	....	....		10,123
90th percentile	....	—	....	...	....	....	....	...		
Trent University:						*Lecturers*				
Number in rank	—	2	2	11	19	6	—	1		
Floor	—	13,500	13,500	10,000	8,000	6,500	—			
10th percentile	—	....	....	10,775	8,000	. .	—	....		
Average	—	....	....	12,245	8,895	6,708	—	—		9,787
90th percentile	—	....	....	13,875	10,050	....	—	....		
University of Toronto:						*Lecturers*	*Instructors*			
Number in rank	61	240	301	278	269	135	51	15		
Floor	13,000	13,000	13,000	9,500	7,500	6,000	—			
10th percentile	16,000	13,300	13,500	10,000	7,900	6,500	4,500	8,500		
Average	18,911	15,449	16,150	11,356	9,047	7,264	5,625	12,233	11,538	
90th percentile	22,800	17,800	19,000	12,900	10.450	8,200	6,900	16,000		
Waterloo Lutheran University:						*Lecturers*	*Instructors*			
Number in rank	7	2	9	23	28	21	5	3		
Floor		12,650	12,650	9,500	7,500	6,000				
10th percentile	....	....	...	9,500	7,500	6,000	. .	. .		
Average	13,564	....	13,583	9,970	8,082	6,705	5,440	9,183	8,882	
90th percentile	....	....	....	10,500	9,100	7,500	....	....		

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October and November 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below pre-ceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs. (1)	Other full profs. (2)	All full profs. (total of 1 & 2) (3)	(4)	(5)	(6)	(7)	(8)	Incl. deans (9)	Excl. deans (10)
Nova Scotia Technical College:						*Lecturers*				
Number in rank	7	2	9	9	21	10	—	—		
Floor		10,500	10,500	9,500	7,500	6,000	—	—		
10th percentile	....	....	....	....	7,775	6,250	—	—		
Average	12,964	....	12,750	10,306	8,476	6,725	—	—		9,240
90th percentile	....	....	....	....	9,000	8,000	—	—		
U. of Western Ontario:						*Lecturers*	*Instructors*			
Number in rank	49	75	124	116	155	62	36	—		
Floor	12,500	12,500	12,500	9,500	7,500	6,500	5,500	—		
10th percentile	13,250	12,500	12,500	9,500	8,000	6,500	5,500	—		
Average	14,933	13,727	14,203	10,871	8,725	7,374	7,040	—	10,524	
90th percentile	17,000	15,500	16,000	12,500	9,800	8,300	11,500	—		
University of Alberta (Edmonton Campus) 9:						*Lecturers*	*Instructors*			
Number in rank	59	72	131	267	257	28	2	10		
Floor	14,250	14,000	14,000	11,000	8,200	—	—			
10th percentile	14,500	14,000	14,000	11,170	8,350	5,900	....	9,000		
Average	16,193	15,000	15,537	12,386	9,490	7,206	....	11,760	11,802	
90th percentile	17,640	16,450	17,100	13,600	10,600	7,980	....	16,000		
University of Alberta (Calgary campus) 9:						*Lecturers*	*Instructors*			
Number in rank	13	5	18	64	118	4	6	—		
Floor	14,250	14,000	14,000	11,000	8,200	—	—	—		
10th percentile	14,250	....	14,000	11,000	8,340	....	....	—		
Average	15,077	14,200	14,833	12,028	9,291	7,588	7,008	—	10,627	
90th percentile	16,525	. .	16,150	13,350	10,350	. .	. .	—		

9. For 1964-65, the University of Alberta figures included both the Edmonton and Calgary campuses. For 1965-66, each campus is reported separately.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

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(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in October and November 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Université Laval:			*Titulaires*	*Agrégés*	*Auxiliaires*	*Assistants*	*Chargés d' enseignement*	*Invités, visiteurs*		
Number in rank			126	98	178	154	8	7		
Floor		13,600	13,600	10,200	7,930	5,665				
10th percentile			13,590	10,605	8,030	6,000	....	....		
Average			14,716	11,998	9,918	8,597	7,929	13,594	11,182	
90th percentile			16,060	13,888	12,042	11,330	....	....		
Dalhousie University:						*Lecturers*	*Instructors*			
Number in rank	19	37	56	44	97	21	2	—		
Floor		11,000	11,000	9,000	7,000			—		
10th percentile	12,000	11,175	11,900	9,000	7,000	5,775	....	—		
Average	13,408	13,348	13,368	10,193	8,448	6,457	....	—	10,004	
90th percentile	17,050	15,250	15,350	13,000	10,500	7,450	....	—		
Univ. of Victoria (B.C.):						*Instructor II*	*Lecturers & Instructor I*			
Number in rank	11	3	14	45	67	26	30	3		
Floor	13,000	13,000	13,000	10,000	7,600	6,000				
10th percentile	14,100	....	13,400	10,000	7,880	6,120	5,000	....		
Average	15,327	14,467	15,143	10,960	8,634	7,312	6,330	9,233	9,280	
90th percentile	16,480	....	16,420	12,000	9,650	9,740	7,500	....		
Memorial U. of Newfoundland:						*Lecturers*	*Instructors & Sessional Lecturers*			
Number in rank	11	8	19	25	66	40	17	—		
Floor	11,500	11,000	11,000	9,000	7,500	—	—	—		
10th percentile	11,050	....	11,000	9,250	7,500	6,000	5,000	—		
Average	12,500	11,438	12,053	10,010	8,137	6,560	5,903	—	8,365	
90th percentile	14,000	....	14,000	11,000	9,000	7,500	7,590	—		

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in November and December 1965)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below preceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
University of Saskatchewan:										
a) INCLUDING CLINICAL MEDICAL STAFF						*Lecturers*	*Instructors*			
Number in rank	55	49	104	151	205	55	103	—		
Floor	14,000	14,000	14,000	11,000	8,200	6,500	6,000	—		
10th percentile	14,000	14,000	14,000	11,000	8,500	7,250	6,500	—		
Average	17,627	15,133	16,452	12,549	10,012	8,669	7,446	—	11,290	
90th percentile	27,000	16,410	22,700	13,600	11,150	13,875	8,500	—		
b) EXCLUDING CLINICAL MEDICAL STAFF										
Number in rank	42	46	88	142	192	49	102	—		
Floor	14,000	14,000	14,000	11,000	8,200	6,500	6,000	—		
10th percentile	14,000	14,000	14,000	11,000	8,420	7,065	6,500	—		
Average	15,190	14,728	14,949	12,171	9,593	7,919	7,372	—	10,661	
90th percentile	16,400	15,760	16,400	13,280	10,600	8,500	8,480	—		
University of Guelph:							*Assistants & Instructors*			
Number in rank	31	47	78	100	101	*Lecturers* 25	14	—		
Floor	13,500	12,300	12,300	10,000	7,500	6,000	5,250(10)	—		
10th percentile	13,050	12,500	13,000	10,000	7,800	6,000	5,500	—		
Average	14,565	13,606	13,985	11,488	8,852	6,600	5,929	—	10,711	
90th percentile	15,000	14,000	15,000	12,000	9,500	7,200	6,300	—		
University of Windsor:						*Lecturers*				
Number in rank	7	6	13	59	69	30	—	—		
Floor		13,500	13,500	10,000	8,000	6,500	—	—		
10th percentile	....	....	13,500	10,000	8,180	6,500	—	—		
Average	14,557	13,817	14,215	11,264	9,019	7,570	—	—	10,104	
90th percentile	.	....	16,270	12,520	9,710	8,300	—	—		

10. The floor of $5,250 is for Assistants.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1965-66

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(*Source*: From data supplied to the Dominion Bureau of Statistics by the institutions listed in December 1965 and January 1966)

Institution	Full Professors			Asso. profs.	Asst. profs.	The rank just below asst. prof.	Ranks just below pre-ceding	Others (incl. visiting staff)	Overall Average	
	Dept. heads, etc. who are full profs.	Other full profs.	All full profs. (total of 1 & 2)						Incl. deans	Excl. deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Queen's University at Kingston:						*Lecturers*	*Instructors*			
Number in rank	45	54	99	91	150	37	10	—		
Floor		13,000	13,000	9,500	7,500	6,000	—	—		
10th percentile	13,850	13,000	13,000	9,600	7,800	6,210	4,300	—		
Average	16,359	14,331	15,253	11,018	8,854	7,123	5,570	—	10,891	
90th percentile	19,500	15,960	18,020	12,600	10,500	7,680	8,400	—		
Laurentian U. of Sudbury:						*Lecturers*	*Demonstrators & Instructors*			
Number in rank			4	6	17	18	7			
Floor	12,500	12,000	12,000	9,000	7,500	6,500	5,000(11)	—		
10th percentile			....	....	7,925	6,750	....	—		
Average			12,500	10,783	8,344	7,278	5,821	—	8,421	
90th percentile			....	....	9,325	8,000	....	—		
Université de Montréal:						*Chargé d' enseignement senior*	*Chargé d' enseigne-ment*			
Number in rank	29	38	67	99	147	93	44	11		
Floor		13,500	13,500	10,500	7,800	6,000	5,000	—		
10th percentile	14,200	13,500	13,745	10,500	8,100	6,300	5,300	8,130		
Average	16,897	15,486	16,097	12,307	9,929	7,636	6,677	10,745	10,738	
90th percentile	21,000	19,360	20,000	14,000	13,200	9,100	8,280	12,000		

11. The floor of $5,000 is for Instructors.

PRELIMINARY REPORT OF THE SALARY COMMITTEE 1965 - 1966

This report is preliminary, both in the sense that data on current salaries at some of the leading universities have still not been reported, and in the sense that some of the significant information that is available was received so late that there has not been time to digest it. Statistics on eight important universities were received on the last day before the chairman's departure for Toronto.

Thanks are due to Mr. Mitchener of the Dominion Bureau of Statistics for his valiant efforts to get the information to us on time, and a mild "tut tut" is due to the university business officers who are responsible for the delays. Some of the worst offenders are universities who have several weeks ago supplied their salary data to the University of Alberta's private survey. It should not be difficult to improve on the present performance.

Average Salaries

Average salaries by rank are shown in Table 1 and summarized in Table 4. The range of average salaries at leading universities (omitting exceptional cases) is now $15,000 to $16,000 for full professors, $12,000 to $13,000 for associate professors, $9,000 to $10,000 for assistant professors and $7,000 to $8,000 for lecturers or instructors. The overall average is over $11,000 in three cases, and between $10,000 and $11,000 in twelve other universities. Institutions with averages below these ranges are likely to have a salary structure that is not competitive.

Minima

Minima of salary scales (reported in the October *Bulletin*) are well below these levels. The common minimum for full professors is $13,000, but two universities (Alberta and Saskatchewan) have minima of $14,000 and four have minima of $13,500. At the associate professor level, 16 universities have minima of $10,000 or higher, and two of them, Alberta and Saskatchewan, have minima of $11,000. However certain of the larger universities still have minima below $10,000. These include Toronto, Queen's, Western, Carleton. For assistant professors, Alberta and Saskatchewan reported minima of $8,200, seven other universities were at $8,000, but the more common level is between $7,500 and $8,000.

Lecturers and Instructors

Below the rank of assistant professor there is the usual mess. Twenty-four universities report at least two ranks at this level, some have more. For "the rank immediately below assistant professor" usually called lecturer or instructor, minima of $6,500 or higher are shown at ten institutions and minima of $6,000 or a little more at fifteen. Some universities have no minimum at this level, and most universities have no minima for the ranks two steps (or more) below assistant professor.

The rank and salary structure below the assistant professor level deserves attention, because the number of individuals hired at these ranks is increasing rapidly. The number of full-time lay staff shown *two steps* below assistant professor in the salary reports increased from 338 in 1964-65 to 422 in the (still incomplete) current reports. It seems likely that the trend represents in part a reaction to the growing difficulty of hiring fully qualified staff at uncompetitive salaries, and involves a decline in the level of quality and qualifications expected for certain teaching and research functions. It should be a matter of concern to local associations.

Increases in Average Salaries

Table 2 shows the changes in average salaries from the previous year. At the full professor level, thirteen universities, or nearly half of of those for which information is available, show an increase in the average of between $600 and $900. In five cases the increase was over $1,000. For associate professors, fifteen universities show an increase in average salary of between $400 and $700, and there are six cases in which the increase exceeds $1,000. At the assistant professor level there are ten cases of increases in average salary of between $400 and $500, and twenty-five cases of increases ranging from $200 and $600. The highest increases are between $800 and $1,000 (two cases). For the rank immediately below assistant professor, nine universities have raised their averages by between $200 and $300, there are fifteen cases of increases between $200 and $400, and twenty-five cases between $200 and $600.

Increases in the overall average are scattered over a wider range than those for individual ranks. At five institutions the overall average rose between $400 and $500, in twelve cases the increase was between $400 and $700, and in eighteen cases between $200 and $700. Five institutions showed increases in the overall average of more than $900.

Average Increases to Continuing Staff

This year an attempt was made to obtain early information on prospective salary levels by taking a survey of salary increases to continuing staff. While the response was incomplete and not as prompt as one might have wished, some useful and interesting results were obtained, and were circulated to local associations in four successive reports. We plan to repeat the survey in May of 1966, building on experience gained in the first survey in order to obtain greater uniformity of responses.

The survey will become increasingly useful as experience accumulates regarding the relation between increases to continuing staff at a given rank, and the change in the average salary for that rank. This relation is affected by turnover of personnel. Table 3 displays average increases to continuing staff and change in average salary, by rank. While the difference between these two magnitudes, shown in the third column of each rank, is not at all uniform, certain dominant tendencies are apparent. Counting each rank for each university as a separate "case" we find that in one third of the cases the average increase to continuing staff exceeds the increase in average salary by between $200 and $300 and in well over half the cases the difference is between $100 and $300. In one quarter of the cases the difference exceeds $300. There are 6 exceptional cases (about one eleventh of the total) on which the average increase to continuing staff is *less* than the increase in average salaries.

Under stable conditions (as regards numbers) the change in average salary for a rank is a weighted average of three items: the average increase to those remaining in the rank, the difference in average salary between those promoted into the rank and those promoted out of it, and the difference in average salary between those newly hired at the rank and those leaving the rank for employment elsewhere or retirement. Since the last two items are usually negative, one would normally expect the increase in average salary to be less than the average increase to continuing staff, and this is what our figures show. When numbers are increasing, however, the rise in average salaries is further increased if the average salary of those entering the rank exceeds the average salary of those remaining, and this has been the case at some universities. The exceptional case of an increase in average salary exceeding the average increase to continuing staff may arise if salaries of those entering the rank exceed salaries of

those leaving or if numbers are increasing and salaries of those entering the rank exceed salaries of continuing staff.

Increases in Average Salary in Canada and the United States

Estimates by the American Association of University Professors indicate an increase in average U.S. salaries at an annual rate of 5.3 per cent from 1959-60 to 1964-65. Over the same period in Canada, D.B.S. data on median salaries at seventeen institutions show an average annual increase of 3.9 per cent. This difference is substantial. If the same annual rates of increase persist over the rest of the decade, U.S. salaries will have increased by 68 per cent while Canadian salaries will rise by only 47 per cent.

In order that the increases in Canada should match the projected U.S. increase of 68 per cent for "the decade", (i.e. 1959-60 to 1969-70) the average annual rate of increase will need to be 6.7 per cent in Canada for the period 1964-65 to 1969-70. However, there exists in the U.S. a widely publicized "doubling goal" for academic salaries for "the decade". If this rate of growth is to be achieved in Canada the average annual rate of increase will have to reach 10.5 per cent over the last half of "the decade".[1]

All of these increases refer to increases in the average or median salary paid which, as we have seen, are usually less than the average increases received by individuals. Although the difference varies with rank and institution, we may estimate it to be at least 2 per cent on the average. Consequently, if we are to match the projected rate of increase in the U.S. over the decade, average annual increases to individuals will have to reach 8.7 per cent over the last half of "the decade", and if we are to achieve "the doubling goal", average annual increases will have to reach 12.5 per cent for the period 1964-65 to 1969-70.

The Salary Committee,

R. A. Holmes,

G. Rosenbluth (Chairman).

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(1) For U.S. data and the "doubling goal" see the *A.A.U.P. Bulletin,* June 1965, p. 248 ff. For Canadian data see D.B.S. Bulletin No. 81-203, *Salaries and Qualifications of Teachers in Universities and Colleges* (March 1965) Table 4.

TABLE 1
AVERAGE SALARIES 1965/66
($000)

	(1)	(2) Professors		(4)	(5)	(6) Lectr.	(7) Next	(8)	(9) Number
	Dept. Heads	Others	All Profs.	Assoc. Profs.	Ass't. Profs.	or Instr. (a)	Lower Rank	Overall Average (b)	on Staff (c)
Memorial	12.5	11.4	12.1	10.0	8.1	6.6	5.9	8.4	167
Dalhousie	13.4	13.3	13.4	10.2	8.4	6.5	n.a.	10.0	220
St. F. X.	—	12.0	12.0	9.8	7.9	6.3	—	8.5	70
Acadia	n.a.	10.0	n.a.	8.6	6.6	5.8	—	8.2	85
St. Mary's	—	n.a.	n.a.	10.3	7.7	6.1	—	9.0	56
N.S. Tech.	13.0	n.a.	12.8	10.3	8.5	6.7	—	9.2	49
U.N.B.	13.2	12.6	13.0	10.0	8.0	6.5	5.6	9.3	209
Mt. Allison	11.3	11.0	11.2	9.9	8.0	6.6	6.1	8.5	95
Montreal									
Laval	n.a.	n.a.	14.7	12.0	9.9	8.6	7.9	11.2	571
McGill	16.0	14.5	15.1	11.4	8.7	6.9	—	10.5	785
Sherbrooke	—	—	—	11.4	9.6	8.6	7.6	9.5	118
Bishop's	n.a.	n.a.	13.5	10.7	8.3	7.4	—	9.8	49
Sir Geo. Wms.	—	13.9	13.9	10.6	8.5	7.4	6.4	9.3	153
Loyola	14.9	13.4	14.1	10.4	8.5	7.0	5.3	8.8	119
Jean de Brébeuf	—	—	—	—	—	—	—	8.0	16
Toronto	18.9	15.4	16.2	11.4	9.0	7.3	5.6	11.5	1049
Queen's[f]			15.2	10.9	8.8	6.7		10.5	394
Western	14.9	13.7	14.2	10.9	8.7	7.4	7.0	10.5	493
McMaster	16.3	14.7	15.2	11.1	8.8	7.4	5.1	10.6	286
Ottawa	15.0	12.7	13.9	10.7	8.6	6.8	—	9.9	289
Carleton	n.a.	n.a.	13.6	10.9	8.5	7.3	—	9.9	186
Windsor									
Waterloo	14.9	14.0	14.3	10.9	8.8	7.0	—	9.9	297
Guelph	14.6	13.6	14.0	11.5	8.6	6.6	5.9	10.7	318
York	15.3	13.7	14.7	11.3	8.4	7.1	n.a.	9.9	140
Laurentian[f]	n.a.	n.a.	12.1	10.0	8.3	7.2			
Lakehead	n.a.	n.a.	n.a.	10.3	8.5	7.0	n.a.	9.2	43
R.M.C.	15.4	14.4	14.7	11.6	9.2	7.4	n.a.	10.7	75
Waterloo Luth.	13.6	n.a.	13.6	10.0	8.1	6.7	5.4	8.9	82
Brock	13.8	—	13.8	11.7	8.7	6.9	n.a.	10.1[c]	25
Trent	—	n.a.	n.a.	12.2	8.9	6.7	—	9.8[c]	39
Manitoba	15.9	14.2	15.1	11.6	8.9	7.2	—	10.6	474
Brandon	n.a.	n.a.	12.3	10.5	8.5	7.0	—	9.2	52
St. John's	—	—	—	10.0	7.9	6.5	n.a.	8.6	19
St. Paul's	—	n.a.	n.a.	n.a.	8.2	6.8	n.a.	7.6	20
United	n.a.	n.a.	12.9	9.8	7.4	6.3	n.a.	7.9	66
Saskatchewan[d]	15.2	14.7	15.0	12.2	9.6	7.9	7.3	10.7	573
Saskatchewan[e]	17.6	15.1	16.4	12.5	10.0	8.7	7.5	11.3	618
Alberta - Ed.	16.2	15.0	15.5	12.4	9.5	7.2	n.a.	11.8	695
Alberta - Cal.	15.1	14.2	14.8	12.0	9.3	7.6	7.0	10.6	210
U.B.C.	16.9	14.9	15.4	11.7	9.3	7.7	7.3	10.8	1055
Victoria	15.3	14.5	15.1	11.0	8.6	7.3	6.3	9.3	185

NOTES:

n.a. - not available

— - no staff

[a] - The rank immediately below Assistant Professor.

[b] - Includes Deans, except where otherwise noted.

[c] - Excludes Deans

[d] - Excludes Clinical Medical Staff.

[e] - Includes Clinical Medical Staff.

[f] - Unofficial information, not from the University administration or D.B.S.

TABLE 2
INCREASE IN AVERAGE SALARIES
1964/65 TO 1965/66

	(1)	(2) Professors		(3)	(4)	(5)	(6)	(7)	(8)
	Dept. Heads	Others	All Profs.	Assoc. Profs.	Ass't. Profs.	Lectrs. or Instrs.	Next Lower Rank	Overall Average
Memorial	571	388	641	554	227	224	-817	-118
Dalhousie	691	578	623	221	490	-15	—	353
St. F. X.	n.a.	n.a.	920	626	557	191	—	603
St. Mary's	n.a.	n.a.	n.a.	1111	621	341	—	915
N.S. Tech.	n.a.	n.a.	542	485	557	37	—	489
U. N.B.	827	699	822	505	199	426	n.a.	293
Mt. Allison	651	866	682	980	710	536	n.a.	649
Montreal								
Laval	n.a.	n.a.	649	830	429	781	n.a.	349
McGill	581	436	508	463	226	289	—	232
Sherbrooke	—	—	—	22	447	369	625	513
Bishop's	n.a.	n.a.	533	431	455	298	—	124
Sir Geo. Wms.	n.a.	n.a.	385	345	330	512	360	279
Loyola	n.a.	n.a.	776	564	561	580	570	504
Toronto	808	750	755	430	417	293	445	719
Queen's[c]			819	1046	674	578		803
Western	90	667	393	644	408	416	1043	633
McMaster	1245	737	834	681	385	451	-1181	471
Ottawa	1525	849	1050	944	415	364	—	828
Carleton	n.a.	n.a.	677	119	300	248	—	273
Windsor								
Waterloo	1046	1057	971	510	517	294	—	404
Guelph	961	1095	1094	1005	471	140	504	805
York	-220	n.a.	-574	454	421	382	n.a.	468
Laurentian[c]	n.a.	—	n.a.	37	305	158	n.a.	n.a.
Lakehead	n.a.	n.a.	n.a.	816	632	307	—	964
R.M.C.	638	182	283	530	437	573	—	943
Waterloo Luth.	2189	n.a.	2269	611	295	562	n.a.	428
Manitoba	1032	737	743	759	591	457	—	588
Brandon	n.a.	n.a.	833	698	242	228	—	373
St. John's	n.a.	n.a.	n.a.	1600	709	600	—	1331
St. Paul's	n.a.	—	n.a.	n.a.	271	289	—	-497
United	n.a.	n.a.	800	722	281	290	—	-8
Saskatchewan[a]	n.a.	n.a.	948	1170	841	547	489	749
Saskatchewan[b]	n.a.	n.a.	712	1083	911	8	563	653
U.B.C.	845	1163	1002	1136	918	817	674	977
Victoria	945	1000	1029	975	640	302	912	636

[a] Excludes Clinical Medical Staff
[b] Includes Clinical Medical Staff
[c] Based on unofficial information

TABLE 3

COMPARISON OF INCREASE IN AVERAGE SALARY AND AVERAGE INCREASE TO FACULTY MEMBERS ON THE STAFF OF THE SAME UNIVERSITY IN BOTH YEARS.

1964/65 to 1965/66

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(1) Increase in Average Salary

(2) Average Increase to those on Staff in both years

(3) Difference, (2) - (1)

	Professors			Assoc. Prof.			Asst. Prof.			Lecturers & Inst.			Overall Average		
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Memorial	641	533	-108	554	515	-39	227	357	130		264		-118	386	504
Dalhousie	623	743	120	221	675	454	490	591	101	-15	688	703	353		
St. F. X.	920	850	-70	626	850	224	557	600	43	191	400	209	603		
U.N.B.	822	720	-102	505	641	136	199	626	427	426	560	134	293		
McGill[a]	508	767	259	463	642	179	226	458	232	289	370	81	232	572	340
Sir. Geo. Wms.	385	n.a.		345	n.a.		330	n.a.			n.a.		279	700	421
Bishop's[b]	533	(650)	(117)	431	(450)	(19)	455	(375)	(-80)	298	(323)	(27)	124		
Western	393	1046	653	644	890	246	408	714	306	416	694	278	633	819	186
Ottawa	1050	1500	450	944	1000	56	415	700	285	364	650	286	828		
Waterloo	971	1219	248	510	1043	533	517	738	221	294	567	273	404		
York	574	755	1329	454	600	146	421	676	255	382	417	35	468	681	213
Carleton[b]	677	900	223	119	600	481	300	600	300	248	n.a.		273		
Guelph		1000			1000			800			600				
Laurentian	n.a.	500		37	638	601	305	447	142	158	375	217	n.a.		
Lakehead	n.a.	1400		816	1150	334	632	900	268	307	800	493	964		
Manitoba	743	984	241	759	1012	253	591	787	196	457	562	105	588		
Sask.	712	1100	388	1083	1335	252	911	1114	203		824		653		
U.B.C.[c]	1002	1400	398	1136	1397	261	918	1252	334		983		977	1265	288

Column (2) Promotions are believed to be excluded, except where otherwise noted.

[a]Column (2) Includes promotions. Shown in rank after promotion.

[b]Column (2) Excludes merit increases.

[c]Column (2) Includes promotions. Shown in rank before promotion.

TABLE 4

HIGHEST AVERAGE SALARIES, 1965/66

Professors	Associate Professors	Assistant Professors	Lecturer or Instructor	Overall Average
$16000 and over	$12000 and over	$9000 and over	$8000 and over	$11000 and over
Toronto	Alberta (Ed)	Laval	Laval	Alberta (Ed)
	Trent	Sherbrooke	Sherbrooke	Toronto
	Saskatchewan[a]	Saskatchewan[a]		Laval
$15000 - $16000	Laval	Alberta		
Alberta (Ed)	Alberta (Cal)	UBC	$7000 - $8000	$10000 - $11000
UBC		RMC	Saskatchewan[a]	UBC
Queen's		Toronto	UBC	RMC
McMaster	$11000 - $12000		Alberta (Cal)	Guelph
McGill	Brock	$8500 - $9000	Bishop's	McMaster
Manitoba	UBC	Trent	Sir Geo. Williams	Manitoba
Victoria	RMC	Manitoba	Western	Saskatchewan[a]
Saskatchewan[a]	Manitoba	Queen's	McMaster	Alberta (Cal)
	Guelph	McMaster	RMC	McGill
$14000 - $15000	McGill	Waterloo	Toronto	Queen's
Alberta (Cal)	Sherbrooke	McGill	Carleton	Western
Laval	Toronto	Western	Victoria	Brock
York	York	Brock	Laurentian	Dalhousie
RMC	McMaster	Guelph	Manitoba	
Waterloo	Victoria	Victoria	Alberta (Ed)	
Western		N.S. Tech	York	
Loyola		Sir Geo. Williams	Loyola	
Guelph		Loyola	Waterloo	
		Ottawa	Lakehead	
		Carleton	Brandon	
		Lakehead		
		Brandon		

[a] Excluding Clinical Medical Staff.

DATA ON CAUT MEMBERSHIP AND FEES

Recently requests have come in from many quarters for information on membership in local staff associations and C.A.U.T., amounts of membership fees, methods of fee collection, etc. Some of the information contained in the following tables was presented to the December, 1965, meeting of Council, where a request was made that it be presented in more complete form in the *Bulletin*. This information was assembled from questionnaires, with the generous assistance of local association secretaries. The original questionnaire was issued in early September. A second one inviting confirmation of information previously received and any necessary corrections was issued in December. All but a few local associations responded to both questionnaires. Where no responses were obtained and it was impossible to provide the information from other sources, no figures are given. Where figures given early in the current year remain unconfirmed, there is a notation to this effect in the tables.

In the main, the information speaks for itself; and no serious effort has been made to analyze the tables. What follows are merely a few random comments. It is most encouraging to see the continuing growth in C.A.U.T. membership, now estimated at more than 8500. This figure represents some 77% of those eligible.

Table I shows the growth in Association membership over the past five years. The figures for the current year are, for the most part, estimates submitted by local associations. Moreover, it should be noted that the estimate of total C.A.U.T. membership for the year 1965-66 was arrived at by adding to the total of the estimates submitted by local associations the number of actual members in C.A.U.T. last year in those associations for which no information for the current year is yet available. Though the figure is an estimate, I think that it is fair to say that this figure for total membership will prove to be substantially correct.

Table II provides a break-down of figures for membership in each staff association affiliated with C.A.U.T. From these figures, the numerical strength of C.A.U.T. on each campus can be judged relative both to the total number of faculty eligible for membership in the local staff association and to the actual membership in the local staff association. It is particularly gratifying to see that in all but a very small

number of institutions membership both in the local association and in C.A.U.T. constitutes a majority of those eligible, and usually a very large majority. It is also gratifying to note that, without exception, membership in C.A.U.T. constitutes all but a small percentage of the members of the local associations. One hundred percent membership in local staff associations of those eligible and one hundred percent membership in C.A.U.T. of local staff association members constitute the two membership objectives. We continue to move closer to the achievement of both objectives.

Data in Tables III and IV provide part of the explanation of the continuing improvement in membership. Table III shows that most local associations now collect membership fees by means of a system of pay-roll deduction. Table IV shows that a significant number of local associations make membership in C.A.U.T. mandatory for all members of the local association. Table V provides information on the amounts of membership fees in local associations; and Table VI indicates the various timetables according to which membership fees are collected.

All in all, this information shows that the Canadian Association of University Teachers continues to expand in numbers and, at least in terms of membership, is in a very healthy condition.

Edward J. Monahan

Associate Executive

Secretary.

TABLE I

CAUT MEMBERSHIP	Est'd 1965-66	Actual 1964-65	Actual 1963-64	Actual 1962-63	Actual 1961-62
Acadia	40[a]	25	9	—	—
Alta. Calgary	150[a]	102	96	40	35
Alta. Edmonton	580	528	382	190	255
Bishop's	53[b]	42	36	27	27
Brandon	52[b]	37	34	27	20
U.B.C.	940	831	749	717	676
Carleton	130	109	104	71	65
Dalhousie	150[a]	94	87	87	77
Guelph	300	239	235	214	228
Jean de Brébeuf	[c]	14	20	13	6
Lakehead	40[b]	30	23	14	10
Laurentian	72[a]	57	40	41	38
Laval	425	391	372	250	227
Loyola	[c]	60	56	—	—
Manitoba	384	327	293	301	238
McGill	600	550	470	390	321
McMaster	248	212	186	165	148
Memorial	115[a]	83	90	74	77
Montreal	[c]	350	250	229	227
Mt. Allison	45	40	51	45	50
U. New Bruns.	145 +	126	111	93	104
N.S. Tech.	28	16	5	6	7
Ottawa	180[a]	115	61	37	36
Queen's	333[b]	304	217	194	152
R.M.C.	26	—	—	—	—
St. Francis X	80	72	59	43	45
St. John's	24[b]	25	22	21	18
St. Mary's	30[a]	20	20	20	9
St. Paul's	21	19	22	14	
Sask. Regina	123	103	61	—	—
Sask. Saskatoon	411	407	294	280	252
Sherbrooke	90	72	—	—	—
Sir Geo. Wms.	130	82	84	74	57
Toronto	1130[a]	750	689	615	495
United	65	48	45	17	22
Victoria	170[a]	151	122	82	78
Waterloo	150	125	105	76	76
Waterloo Luth.	68[b]	53	46	40	36
Western	373	289	252	144	149
Windsor	172	146	54	101	87
York	109	80	31	35	—
Headquarters	40[b]	35	21	28	12
TOTAL	8222	7159	5904	4815	4360
	424[d]				
	8646				

[a]Unconfirmed estimate [b]Actual, 1965-66 [c]No information available
[d]Actual 1964-65 membership from three associations unreported

TABLE II

Associations	Eligible for Membership 1965-66	Estimate Local Membership 1965-66	Estimate CAUT Membership 1965-66
Acadia	103[a]	60[a]	40[a]
Alta. Calgary	170[a]	170[a]	150[a]
Alta. Edmonton	855	610	580
Bishop's	57	53	53[b]
Brandon	70[b]	52[b]	52[b]
U.B.C.	1100	950	940
Carleton	190	130	130
Dalhousie	200[a]+	200[a]—	150[a]
Guelph	325	300	300
Jean de Brébeuf	[c]	[c]	[c]
Lakehead	40[b]	40[b]	40[b]
Laurentian	93[a]	77[a]	72[a]
Laval	500	450	425
Loyola	[c]	[c]	[c]
Manitoba	515	384	384
McGill	785+	600	600
McMaster	270	248	248
Memorial	190[a]	115[a]	115[a]
Montreal	[c]	[c]	[c]
Mt. Allison	98	45	45
U. New Bruns.	180	145+	145+
N.S. Tech.	43	42	28
Ottawa	200[a]+	180	180
Queen's	375	333[b]	333[b]
R.M.C.	110±	26	26
St. Francis X	120-130	80	80
St. John's	24	24	24[b]
St. Mary's	30[a]	30[a]	30[a]
St. Paul's	26	26	21
Sask. Regina	145	123	123
Sask. Saskatoon	575	423	411
Sherbrooke	125	90	90
Sir Geo. Wms.	154	130	130
Toronto	1150[a]	1130[a]	1130[a]
United	79	73	65
Victoria	225[a]	200[a]	170[a]
Waterloo	300	160	150
Waterloo Luth.	90[b]	71[b]	68[b]
Western	524	375	373
Windsor	200	172	172
York	129	109	109
Headquarters			40[b]
TOTAL	10370	8426	8222
	480[d]		
	10850[e]		

[a]Unconfirmed estimate [b]Actual, 1965-66 [c]No information available
[d]Estimate for three associations unreported
[e]This figure does not include persons eligible for membership in Headquarters Association

TABLE III
PAYROLL DEDUCTION

	OPT - IN	OPT - OUT	TREASURERS COLLECTION
Acadia			X[a]
Alta. Calgary	X		
Alta. Edmonton	X		
Bishop's	X		
Brandon			X
U.B.C.		X	
Carleton	X		X
Dalhousie	X[a]		
Guelph	X		
Jean de Brébeuf[c]			
Lakehead			X
Laurentian	X		X (for some)
Laval		X (for old members)	
Loyola[c]			
Manitoba	X		
McGill		X (all but a few)	
McMaster	X		
Memorial	X		X (for a few)
Montreal[c]			
Mt. Allison			X
U. New Bruns.	X		
N.S. Tech.			X
Ottawa	X[a]		
Queen's	X		
R.M.C.			X
St. Francis X	X		
St. John's		X	
St. Mary's			X[a]
St. Paul's	X		
Sask. Regina	X		
Sask. Saskatoon	X		
Sherbrooke	X		
Sir Geo. Wms.			X
Toronto		X	
United	X		
Victoria	X		
Waterloo	X		
Waterloo Luth.	X		
Western			X
Windsor	X		
York	X (Minority)	X (Majority)	
Headquarters			

[a]Unconfirmed

[c]No information available

TABLE IV

IS MEMBERSHIP IN C.A.U.T. MANDATORY FOR ALL MEMBERS OF THE LOCAL ASSOCIATION?

Association	Yes	No
Acadia		X[a]
Alta. Calgary		X[a]
Alta. Edmonton		X
Bishop's	X	
Brandon	X	
U.B.C.		X
Carleton	X	
Dalhousie		X[a]
Guelph	X[a]	
Jean de Brébeuf[c]		
Lakehead	X	
Laurentian		X[a]
Laval		X
Loyola[c]		
Manitoba	X	
McGill	X	
McMaster	X	
Memorial		X[a]
Montreal	X[a]	
Mt. Allison	X	
U. New Bruns.	X	
N.S. Tech.		X
Ottawa		X[a]
Queen's	X	
R.M.C.	X	
St. Francis X	X	
St. John's		X
St. Mary's	X[a]	
St. Paul's		X
Sask. Regina	X	
Sask. Saskatoon		X
Sherbrooke	X	
Sir Geo. Wms.		X
Toronto	X[a]	
United		X
Victoria		X[a]
Waterloo		X
Waterloo Luth.		X
Western		X
Windsor	X	
York	X	
Headquarters		

[a]Unconfirmed

[c]No information available

TABLE V

Association	In One Instalment	In Several Instalments	Monthly	Quarterly	Semi-Annually	Other
Acadia	X					
Alta. Calgary		X				
Alta. Edmonton		X	X			
Bishop's	X					
Brandon	X					
U.B.C.	X					
Carleton	X					
Dalhousie	X					
Guelph		X	X			
Jean de Brébeuf[c]						
Lakehead	X					
Laurentian		X				X
Laval		X	X			
Loyola[c]						
Manitoba	X					
McGill	X					
McMaster		X			X	
Memorial[c]						
Montreal[c]						
Mt. Allison	X					
U. New Bruns.	X					
N.S. Tech.	X					
Ottawa		X				
Queen's	X					
R.M.C.		X			X	
St. Francis X	X					
St. John's	X					
St. Mary's		X				
St. Paul's	X					
Sask. Regina		X	X			
Sask. Saskatoon		X		X		
Sherbrooke		X				
Sir Geo. Wms.	X					
Toronto		X	X			
United		X				X
Victoria		X				
Waterloo	X					
Waterloo Luth.		X				X
Western		X				X
Windsor	X					
York		X		X		
Headquarters						

[c]No information available

TABLE VI
ANNUAL ASSOCIATION MEMBERSHIP FEE
(INCLUDING CAUT MEMBERSHIP)

Association	
Acadia	$16.00
Alta. Calgary	18.20
Alta. Edmonton	19.00
Bishop's	18.00
Brandon	20.00
U.B.C.	13.00
Carleton	18.00
Dalhousie	c
Guelph	18.00
Jean de Brébeuf	c
Lakehead	17.50 Lect. 20.00 Asst. Prof. 22.50 Assoc. Prof. 25.00 Prof.
Laurentian	20.00
Laval	20.00
Loyola	c
Manitoba	18.00
McGill	13.00 Lect. 14.00 Asst. Prof. 16.00 Assoc. Prof. 18.00 Prof. + 4.00 more
McMaster	12.00 Lect. 12.00 Asst. Prof. in 1 year 18.00 Others
Memorial	15.00
Montreal	c
Mt. Allison	17.00
U. New Bruns.	15.00
N.S. Tech.	15.00
Ottawa	c
Queen's	17.00
R.M.C.	15.00
St. Francis X	20.00
St. John's	16.00
St. Mary's	15.00
St. Paul's	20.00
Sask. Regina	24.00 Instructors 36.00 for Professorial Ranks
Sask. Saskatoon	20.00
Sherbrooke	26.00
Sir Geo. Wms.	15.00
Toronto	18.00
United	17.00
Victoria	24.00
Waterloo	17.00 (includes $1.00 O.C.U.F.A.)
Waterloo Luth.	18.00
Western	15.00 Lect. 19.00 Asst. Prof. 22.00 Assoc. Prof. 25.00 Prof.
Windsor	19.00
York	15.00 Asst. Prof. 18.00 Assoc. Prof. 21.00 Professors
Prince of Wales Headquarters	19.00

[c]No information available

BOOK REVIEWS

YEAR-ROUND OPERATION OF THE UNIVERSITY

Published by the Canadian Universities Foundation - 1965

This is a report of the proceedings of one session of the N.C.C.-U.C. meetings in 1964, devoted to the subject specified in the title.

The great changes in the role of the university in our society, together with the unexpectedly large increase in student population, rising costs of operation and of construction of buildings have compelled us to take a critical look at our methods of meeting our obligations. Traditionally, in Canada, our colleges and universities have used the "year plan" of operation, in which formal instruction is carried on for a period of from 28 to 32 weeks per calendar year; the annual session is usually divided into two "terms" or "semesters", of equal length, with formal examinations held at the end of the session. In many cases there is also a Summer School of six weeks duration where courses leading to a degree are offered. It thus appears that the physical facilities lie idle for from 18 to 14 weeks in each year. "Year-round Operation" plans have been advanced to put this time to effective use. There are so many and so complex problems met within the operation of a university, that so radical a change as the one suggested raises a host of questions - educational, emotional, economic - which must be given careful consideration. As might be expected, the response of those concerned runs from opposition to any suggested change to vigorous support of the move, simply because a change in pattern is involved. The debate on the subject bears this out.

The papers of Mr. Webb, Dr. Jackson and Mr. McCarthy are concerned with these issues. Very little factual material is contained in them. One is left with the conviction that a choice between the two methods of operations would rest mainly upon the personal bias of the individual consulted.

The paper of Vice Chancellor Montgomery of the University of Pittsburgh, on the other hand, describes the introduction of a "trimester plan" and reports on its use over a five year period. He gives a very excellent account of the problems encountered, errors made (and corrected) and a summary of the answers which their experience would give to many of the questions raised. In summary he states that, based

upon the results of the Graduate Record Examinations, the trimester plan which permits a student to complete the work for a degree in about two thirds of the usual four calendar years, is just as satisfactory educationally, as the traditional "year plan". Teaching loads of staff have been reduced significantly; graduate programs have been strengthened; the emphasis on research has been greatly stepped up; the professional quality of their staff has been raised; more students have been accommodated in the same physical plant; a better quality of student has been matriculating into the university; and a small decrease in the operating cost per student accomplished. He admits that they are not sure of the validity of their way of testing the relative educational values of the two methods; and makes no attempt to claim that the plan should be generally adopted.

Dr. Wilson (University of Manitoba) described a "balanced trimester" plan which was prepared by a Committee on the Academic Calendar of which he was chairman. He discussed the reasons for their choice of this plan, rather than the "Unbalanced Trimester System", but he admitted that even the committee members were not agreed upon the better plan - "year" or "year-round trimester" system.

In the discussion which followed, Dean Wright of the University of Waterloo, reported on their experience with the trimester plan of operation. It was also brought out that, in many of our universities, staff is already working on a full-time plan in the graduate faculties. In many cases formal courses were not offered, but students and faculty were devoting their time to research work and supervision. For some obscure reason, one member of the panel would not accept this as a legitimate part of the university operation.

One very encouraging feature of the session was that all agreed that educational merits should come first where a choice of plan was being made. This would involve a careful study of course and curriculum offerings now in use - something which is long overdue.

Meantime two new universities in Canada have adopted the trimester plan. Their experience will be closely studied. This book should be compulsory reading for both faculty and administrators of our colleges.

R. L. Allen
The University of Western Ontario

THE VIRTUE OF SELFISHNESS

by Ayn Rand

Published by The New American Library, 1964. $4.95

A REVIEW

Ayn Rand may be right that the history of ethical theory is a sad affair. With her book in hand, one clearly has another contribution.

'All problems in human relations are products of altruism.' Her description of altruism best fits the life of saintliness and nothing more. Now saints *may* be sinners, but it is hardly convincing to rest all our grief upon their influence. In any event, the remedy is selfishness and nothing less. Miss Rand declares, after surely a hasty look, that 'the exact meaning and dictionary definition of the word "selfishness" is: *concern with one's own interests.*'[1] Thus the correct title would be *The Virtue of a Concern with One's Own Interests.* For surely there is no virtue in a new definition of "selfishness" or in any argument that attempts to force assent by telling the reader what a word *really* really means. Ayn Rand does *not* advocate selfishness and she would do well to face the fact.

Basically she permits just two sorts of moral appraisal. (1) It is one's obligation to pursue whatever contributes to one's personal development. (2) It is one's public right not to be exploited by others. To prove (1) she argues, it seems, from the premiss that without living creatures there would be no values. She holds that no philosopher has ever used this argument. It might be worth asking why. It simply does not follow that what makes value judgments *possible* provides a criterion of what is valuable. It is true, for example, that without rainfall and photosynthesis there would be no values - because no life. But these conditions do not necessitate that there *be* values, much less that the ultimate value is self-development. Whenever she avoids that fallacy she commits another. She repeatedly equivocates on the word "life." She seems to reason that if one will agree that we are creatures "alive in" the world that it follows that we have agreed to be "alive to" the world. It does not. Her arguments to show that *"his own life* (is) the ethical *purpose* of every individual man"[2] are invalid and equivocal.

([1]) p. x, her italics.

([2]) p. 19, her italics.

In spite of her individualism Miss Rand is almost wholly absorbed by public life. There is no counselling in self-development for the private reader. But her public morality is not for the world we find today. One might say of Miss Rand that she wants to turn back the clock — but time is not the issue. What she shares with other conservatives is an idealization of a certain kind of social context. This imaginary setting is the sort of place in which the set of natural rights she embraces *would* suffice to solve social problems. That background is easy to observe in the results she believes would follow from, for example, the right to protection against criminals. If the setting is a Western cowtown, we need one sheriff, a deputy or two on bad days, a jail, a judge, a telegraph, a board for posters. There is no dangerous governmental growth. Of this she approves. But imagine another world. A vast civilization - surely a possibility, given man's self-development - within which live great concentrations of humanity. The basic right has new proportions now; to achieve a reasonable degree of public safety a very great deal has to be done at public expense. Of that she does not approve.

Her opposition to social legislation and her equivocation of "life" knit together tragically. She seems not to realize that staying "alive in" the world is the overwhelming problem of many millions. Until that problem is solved. there can be no talk for them of being "alive to" the world. Opposing a more equitable distribution of wealth must help prevent the 'true selfishness of man.'

One cannot read very far without being struck by the paradoxical relationship between her style of argument and the character of the view she represents. One would not expect a book advocating a life of reason to be written in a style - dogmatic, cultish, careless - guaranteed to offend the very sort of person she apparently admires. A man concerned to be reasonable must have moments of doubt; he will most certainly be intolerant of any sort of cult-loyalty which tends to block independent inquiry and encourage enthusiastic overstatement; and he will demand a far higher standard of logical deportment than she displays. Ayn Rand will never be a spokesman for such persons.

Richard N. Bronaugh

The University of Western Ontario

SEVENTY-FIVE YEARS IN EDUCATION

By Elise A. Hug

New York U. Press, 1965. 276 pp. Indexed. $5.00. (Canadian Distributors, The Copp Clark Publishing Co. Ltd., Toronto, Ontario.)

This is the story of the School of Education of New York University from 1890 to 1965. It is not likely to have wide appeal since it does not include those usual gimmicks, e.g. reminiscences concerning absent-minded professors, anecdotes of off-beat students etc. aimed at the popular reader. But to those in education and in particular to those graduates, past, present and future, of the N.Y.U. School of Education it is absorbing reading. There is a wealth of information on programs and personalities, including itemized lists of courses, enrollment, department chairmen, etc.

The publication of Seventy-Five Years in Education coincides with widespread concern about teacher education and provides background material for those interested in this field. Aside from its value as a guide in the study of teacher education in New York it reflects the social changes of the time and their effect on education. The author's style is that of the good teacher, with the material clearly and logically presented and with frequent meaningful summaries.

This book has value to teachers in Canada because through it they will become aware of some of the contributions that American practices have made to our teacher training program. The reader will note the changes that have taken place in teacher education over the past seventy-five years and yet, paradoxically, will also be impressed with how little the basic methodology and course content have changed in that period.

Gordon F. Allison
Althouse College of Education
The University of Western Ontario

THE THEORY AND METHOD OF POLITICAL ANALYSIS

By Eugene J. Meehan

Homewood, Ill.: The Dorsey Press, 1965. 277 pp. $11.25

This is a very good book on the nature of political theory, and the philosophy of political science.

Stated boldly, the purpose of the author is to inquire how far scientific methods may be used in the study of politics. But this statement is slightly misleading. The author has indeed a useful discussion of the essential features of scientific inquiry, but he soon moves into the deeper waters of the methodology of the social sciences. He is fully aware that the methods of study used must be uniquely adapted to any subject matter that involves human beings. To make this adaptation is, in a sense, his main task. He does this very well in, for instance, two chapters on the types of explanatory theory found in political science.

The author has a short but interesting account of the advantages and shortcomings of empiricism as an epistemological base for political science. He is fully up to date in the chapter on the various tools and techniques that are available - including statistics, game theory and even computers.

The chapter on "values" - that bête noire of the strict behaviouralist - and their role in political science is both illuminating and humane. The author is not so foolish as to believe that scientific method can settle all value (or political) disputes, and yet the substantial contribution of social science is brought out well. On this he will equally please (or displease) both the extreme behaviouralist and the extreme "traditionalist".

The style of the book is somewhat stilted and laboured, especially in the early part before the author warms up. But this is far outweighed by the book's virtues - its reasonable and non-dogmatic tone, its comprehensiveness, the sophisticated treatment of difficult questions, and the really excellent bibliography. The book should be highly useful for all advanced students of politics. It is a pity the price is not lower.

H. B. Mayo
The University of Western Ontario

THE ART OF JUDGMENT: A STUDY OF POLICY-MAKING

By Sir Geoffrey Vickers

New York, Basic Books, Incorporated, 1965. 234 pp. $5.75

(Available in Canada through General Publishing Limited, Don Mills, Ontario.)

This book's flyleaf makes the following claim: "This may well be the most important book on administration, decision-making, and organizational behavior since Herbert A. Simon's *Administrative Behavior* was published almost a decade ago."

Sir Geoffrey's essential point is that "the policy-making element is becoming more important and less adequately provided in our society, as it must in every society which is in process of rapid change." The book describes policy-making first as a "mental skill," second as an "institutional process," third in the context of the decision situation, and fourth within the human-ecological system.

The process of administration has been defined many times in the literature as involving four major steps. Professor McNichols,[1] for example, has described the process of administration in the following terms:

1. Analyze the situation.
2. Determine basic objectives and develop plans for action.
3. Organize to put plans into action and set up control measures to appraise results.
4. Re-appraise the situation - objectives, plans, and controls - to re-chart courses of action.

The first part of Vickers' book examines this administrative process, but rather than use the conventional terminology he describes the process in terms more familiar in other contexts. Thus an analysis becomes an "appreciation"; developing plans for action becomes "prediction" and "innovation"; the re-appraisal becomes an "evaluation." Rather than adding fresh insight into the administrative process, this new vocabulary adds an unnecessary complication to what otherwise is a generally-understood process to serious students of administration.

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[1] Thomas J. McNichols, Policy-Making and Executive Action, New York, McGraw-Hill Book Company Inc., 1959, p. ix.

The last half of Sir Geoffrey's book is somewhat more meaningful than the first. In these chapters he departs from a more theoretical and abstract discussion of the administrative process and describes the process in organizational settings. While his "case history" examples are sketchy and perhaps editorialized, they nonetheless describe both good and bad examples of policy-making in operation. Although it is difficult to discern a common thread which ties together these examples, even taken alone they are useful vehicles for comprehending a wide variety of administrative situations.

After having devoted considerable time to understanding this book's message, my judgment is as follows:

1. Although the author introduces a score of words and phrases to describe the administrative process, he fails to originate any insights which cannot be found in similar substance in the literature of the past ten to fifteen years.

2. The book is extremely difficult to read. I would attribute this both to the lack of quality of the writing (and editing) as well as to the complexity of the material.

3. Paradoxically, while the book's subject is the process of logical policy and decision-making, the author fails to organize his material in a systematic and rational manner. I could find no theme which wove the author's ideas together; nor was I sure what the author intended to convey when I had completed the book.

Perhaps these criticisms were anticipated by the author and can best be summed up in a quotation from the frontispiece of his book:

> . . . but in acknowledgement
> of the uncountable costs
> inherent in every choice,
> which give an abiding mystery
> to this book's theme

On the whole, this books holds little of interest to the serious and reasonably knowledgeable student of administration. In fact, a large and growing body of administrators would argue that administration in the 1960's resembles a science more than it does an art.

Samuel A. Martin

The University of Western Ontario

SCIENCE IN THE NINETEENTH CENTURY

Volume 3 of 'A History of Science'

Edited by René Taton; translated (from the French) by A. J. Pomerans
New York, Basic Books, Incorporated, 1965.
623 pp. $20.25 (Can.)

Available in Canada through General Publishing Limited,
Don Mills, Ontario

A review of this book based only on the preface, introduction, table of contents and the useful bibliography would be glowing. It is regrettable that an expectation similarly based is not fulfilled on closer inspection, in the opinion of this reader, and one finds one has in hand something of a 'curate's egg'.

A general impression that one takes away from this volume is that a work, of which it forms a part, of such potential importance and utility should have international authorship at least. The contributors to the main part of this volume appear to be from France, and it is perhaps only natural that French contributions to science should seem to be emphasized. It would be unkind and inaccurate to say the title should be 'French Science in the Nineteenth Century', but at times in the book this notion comes to mind. The statement that ". . . Pasteur . . . was unquestionably the most outstanding of all 19th-century biologists - . . .", with no denigration of Pasteur's undoubted great contribution intended, to this non-biologist seemed, if not wrong, to state flatly something that was at least arguable - a feeling confirmed by a conversation with a biologist-; such a statement surely has no place in a work of this pretension.

The short last section of the book, 'Science and Society', does indeed have international authorship. However parts, at least, of this section seem irrelevant to the general theme. With all respect, one cannot help but consider that the chapter 'The beginning of science in Viet Nam' has no place here, especially as it is concerned almost entirely with the *dissemination* of scientific knowledge in that now unhappy country, and as no other country in Southern or South-East Asia is so singled out.

One of the dangers of multiple authorship is the lack of uniformity of treatment, as is the case here. Some sections seem mere recitals of dates, names and technical terms; others are interesting

reading. In part as a result of over-condensation, some sections would appear to be intelligible only to a specialist; such also comes from the heavy use of technical terms. It is hard to picture the individual for whom this book is intended. In the area in which this reader works, there were one or two errors and at least one case of failure to point out a very important inadequacy of a 19th-century theory, an inadequacy of which the practitioners were fully aware.

The otherwise excellent translation is marred in a very few places by literal translation of French technical terms, a procedure which can give a non-standard English rendering. That an event dated such-and-such on one page, should be dated two years later on the opposite page is irritating, to say the least.

One finishes this book thinking that a grand opportunity has been missed. To end, however, on a less negative note, the role of this book could be as a guide to more detailed reading of that which one finds fascinating. For example, some day this reader would like to sit down with a more extensive work on 19th-century paleontology.

Peter A. Fraser
The University of Western Ontario

THE PROBLEM PLAYS OF SHAKESPEARE

A Study of Julius Caesar, Measure for Measure, Antony and Cleopatra

By Ernest Schanzer

London, Routledge and Kegan Paul, 1965

A few years ago there was a popular intellectual parlor-game called "pataphysics," which consisted in finding real solutions to imaginary problems. Much literary criticism is of this kind, and as might be expected Shakespeare has provoked more than his share of pataphysical speculation.

One example is the "problem play." As Professor Schanzer reminds us, since F. S. Boas invented this particular genre some seventy years ago the "problem play" has been the subject of some peculiarly muddled discussion. Schanzer's chief contribution to the game is to define the genre with more precision than any previous critic and to

apply the definition with greater logic. In doing so he rejects several of the plays which others have included in the group and substitutes two new candidates, *Julius Caesar* and *Antony and Cleopatra*. His definition is: "A play in which we find a concern with a moral problem which is central to it, presented in such a manner that we are unsure of our moral bearings, so that uncertain and divided responses to it in the minds of the audience are possible or even probable." (p. 6.)

The definition, I would suggest, is based on a fallacy. Shakespeare's plays in the theatre (where alone they live and move and have their being) not only do not evoke moral judgment, they are positively inimical to it. What they do evoke is a delighted recognition that if the action being performed on the stage were real this exactly is what would happen. We owe that conviction to Shakespeare's unique talent for creating characters who fit the actions they must perform for the purpose of the story, make choices which, whatever the consequences, are just the choices they would make in the circumstances. The consequences may be happy or unhappy, but they are always satisfactory, because they are dramatically inevitable. If after a performance of *Antony and Cleopatra*, for example, I were buttonholed in the lobby by a moralist and asked, "Should Antony have behaved as he did?" I can think of only one answer with any relevance to my experience of the play: "Being Antony he could not have done otherwise."

With such a view of Shakespeare's art I cannot be expected to take Professor Schanzer's thesis very seriously. Happily I don't believe he does either. Much of his book is concerned with other problems, chiefly of character and dramatic structure, which are by no means imaginary. On these he is often most illuminating. If I knew an actor who was cast for Brutus or Cassius I should recommend that before he began to work up a characterization he study carefully Professor Schanzer's chapter on *Julius Caesar*. His examination of Isabella in *Measure for Measure* should make it impossible henceforth for anyone to dismiss that complex personality with simple praise or blame. And even if one does not always agree in detail with his comments on structural patterns in *Antony and Cleopatra*, one dare not ignore them.

W. E. D. Atkinson

The University of Western Ontario

THE POETRY OF POPE, LAUREATE OF PEACE

By G. Wilson Knight

London, Routledge and Kegan Paul, 1965
187 pp. $2.25

Knight's study of Pope's "living" significance, published now in paper back, first appeared ten years ago under the title *Laureate of Peace: On the Genius of Alexander Pope.* The book had its beginnings in Knight's essay "The Vital Flame" (*The Burning Oracle,* 1939), which serves as Chapter II of the present study. From a more recent time are his analysis of *The Temple of Fame* in terms of his space-time theories (Chapter III) and a discussion of Byron's evaluation of Pope (Chapter IV). In Chapter I, Knight compares Pope with Dante, Shakespeare, Milton, and Dryden to clarify the term Laureate of Peace. In a final chapter, he reiterates the fundamental idea of the book, that Pope's greatness arises from an understanding of man's condition which prepares the way for dynamic living under the guidance of the New Testament and Nietzsche.

Professor Knight's critical energies are impressive, but here, as in most of his works, he spends them blindly. His commitment to his favorite theories is inflexible. Again and again he begins a promising line of analysis only to stop short of complete explication when he has satisfied his own interests. In isolation, many remarks show valuable insight: "The poetry, though tense with passion, is always superbly at ease. There is a white purity as well as a white fury" (p. 73). After probing with Knight into certain of Pope's character-sketches, one is ready to grant that "Pope's emphasis on vital direction rather than any moral absolute or set of absolutes determines his human analysis" (p. 66). But inevitably Knight demands somewhat more, the appreciation of "the paradox" of Pope's characters, "presented statically, yet each a dynamo; poetically still, yet swirling with energies; creatures of art, of space-time" (p. 182). Beyond this point, there lies "a great adventure, maybe a great experiment, afoot, far beyond our comprehension" (p. 182). In the long run, it is impossible to agree that "Pope's life-work is rooted in *Windsor Forest*" (p. 22), in a sense a keen observation, because of what Professor Knight means by "life-work."

"It has always appeared to me both strange and sad," Knight comments, "that the treatment of literature as rooting backwards

into sources and causes should in every age be academically honourable, while any attempt to establish contact with its forward pointings is considered the preserve only of amateurs and cranks" (p. viii). He observes, then, with evident satisfaction, that his treatment of the *Essay on Man* in "The Vital Flame" is "followed" (p. 171) in Maynard Mack's introduction to the Twickenham Edition of the poem. If Mack's comprehensive interpretation embraces Knight's, however, the single reference to a specific passage in Knight's essay hardly amounts to a general endorsement. As an interpreter of Pope, Knight has few followers on either side of the Atlantic, not because of an academic conspiracy, but because he cannot conceive of any alternative to source-hunting than to follow his white plume.

James M. Kuist

The University of Western Ontario

ADOLESCENTS AND THE SCHOOLS

by James S. Coleman

Published by Basic Books Inc., New York, 1965. $5.25

Five of the six chapters in this short book (121 pages including the index) are adaptations of essays on the American secondary educational scene, which have appeared separately in other sources. The remaining chapter is taken in part from Coleman's book, *The Adolescent Society**. Coleman is concerned with the degree to which the American high school, as a social and academic institution, has failed to provide the incentives necessary to motivate students towards scholastic goals. "The present structure of rewards in high schools produces a response on the part of the adolescent social system, that effectively impedes the process of education" (Page 87). Justification for this view is based in part on Coleman's research into the attitudes and values of adolescents in ten Midwestern high schools, and partly on other material. In his research, Coleman claims to have found that

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* The Adolescent Society, Free Press of Glencoe, 1961.

there exists an implicit agreement among adolescents to work for lower standards than the school itself considers desirable; transgressions from this adolescent approved standard being punished by the sanctions of the peer group. This is in contrast to the adulation of athletic prowess which is prevalent among adolescents, an attitude often abetted by the actions of school administrators in favoring athletic programs. The solution offered by Coleman for this undesirable state of affairs is to drop the current practice of having students compete against each other for grades, and substitute instead a cooperative group effort, organized at both the classroom and the school level, in which academic prowess would be the goal. Groups thus oriented would create the kind of respect for scholarship now accorded to athletics. The discerning reader may react both to the problem and Coleman's solution in a different way. The degree to which the present school system fails to attract and motivate young people, especially those who are less able intellectually, is undoubtedly a factor of major concern. However, to find the cause of this in "interpersonal competition", as Coleman phrases it, is to oversimplify what is actually a quite complex problem. In addition, his suggested solution is likely to create as many problems as it solves. If youngsters are now to compete as a group, against other groups, the selection of membership in the groups will become the central problem and, particularly in instances where such groups compete at the grade or the school level, it is obvious that the most able youngsters will be chosen to the exclusion of those less well endowed. This is exactly what is wrong with the present athletic programs in many high schools, where a few skilled athletes become the centre of adulatory attention. Coleman gives some perfunctory recognition to this problem by suggesting that an equitable distribution of youngsters to groups be worked out, but he does not spell out how this would be done in actual practice, nor is there any recognition of the possible deleterious effects on individual youngsters of high pressure to conform to group standards.

A second theme of this book is the extent to which the present compulsory attendance laws create a dependent class of coerced adolescents, whose negative attitudes to the authoritarian structure of the school is the antithesis of the attitude that is desired. Coleman suggests that secondary school attendance be made voluntary, rather than compulsory, and that the students be paid for attendance and performance. Though Coleman hints further that the new voluntary schools might be organized differently from traditional schools, he does not

delineate how such differences would be manifested, nor does he discuss the crucial role of the teacher in such a school.

A third theme with which Coleman deals, and which he regards as the most important problem for the adolescent himself, is the extent to which the consequences of the adolescent's present actions are indirect and far in the future, and thus have little impact on his understanding of their significance. Presumably Coleman is concerned here with such things as choice of school courses, inasmuch as a poor choice at the ninth grade might later have serious effects either at the senior high school or college level. It is not sufficient, says Coleman, to tell the adolescent what the consequences of his present actions might be, because he is relatively unimpressed with adult authority and know-how. The best way to learn the consequences of actions, short of experiencing the real thing, is to recreate, in a game-like form, the kind of problem that would typically be met, supplying the necessary data for the student to work out a solution. Coleman makes reference in his discussion to successful empirical demonstrations of this teaching method and from his description the approach sounds fruitful.

This is a small book tackling some very big problems. Coleman is at his best when he sticks closest to his data, as for example in the discussion of specific research findings, and his analysis of the relation of Federal monetary policies to the financing of education. His citing of cause and effect relations tends, at times to err in the direction of oversimplification, and his solutions to complex problems sound more like an exercise in thinking out loud, rather than systematic endeavours to deal with the issues. I am surprised at the high price of the book, $5.25. I would be loath to recommend it as an addition to a student's personal collection at this price, though the book itself should find a place on most professional educator's bookshelves.

Frank B. W. Harper

Althouse College of Education

The University of Western Ontario

LETTER TO THE EDITOR

The University of British Columbia
Vancouver 8, Canada

Department of Anthropology and Sociology

January 10, 1966

The Editor,
Bulletin of the Canadian Association of the
University Teachers,
77 Metcalfe Street,
Ottawa, Ontario.

Dear Sir:

The following account may be of interest to teachers in Canadian Universities seeking to maintain some control over the expenditure of their students on textbook materials.

In 1963-64 I assigned a textbook published in Canada by Prentice-Hall. At that time the book sold at the U.B.C. bookstore for six dollars and forty five cents. The book was not used in 1964-65 and in 1965-66 I decided to assign the same book once again. Though the book had not been revised or re-issued the price in Oct. 1965 was $8.60. The increase in price of $2.15 over a two year period seemed excessive particularly since the product involved was unchanged. I subsequently wrote to the sales manager for the publisher in Toronto indicating some confusion about the increase in price and hoping that there was an error in the assignment of this increased price. The head office did not reply directly but I was soon called and visited by the British Columbia representative of the company. After I restated my surprise at the increase he agreed to check up on the history of the book and its current cost and returned with the information that the price was indeed $8.60.

The book had been, it was discovered, published in paperback by an English firm at a cost of 22 shillings. I decided to have copies airmailed to the students and the overall cost of this procedure was about six dollars. Some twenty students wished to effect a saving in this fashion. I was then informally told by the Prentice-Hall repre-

sentative that this was a violation of copyright laws since Prentice-Hall had the Canadian rights and that should the shipment of twenty books be brought into the country Prentice-Hall might have to insure suitable customs hindrance under the circumstances. Finally I had the students order copies individually from the publisher in London and these were paid for individually. It later materialised that Prentice-Hall did not in fact own the Canadian rights in the paperback which is in fact handled by another representative firm.

It appears to be the case that not infrequently text books are returned from college bookstores to publishers' warehouses with a price stamped on them. Should the same volumes be reordered in a following year the same books may be sent to the bookstore in question with the earlier price erased and the new one involving an addition of about a dollar a year.

Sincerely yours,

Lionel Tiger

NOTICES OF POSITIONS VACANT*

The Ontario College of Education, University of Toronto, Toronto, Ontario: *The Physical and Health Education Department* (*Women*) invites applications for an appointment in Physical and Health Education commencing July or September 1966. Applicants should hold an undergraduate and preferably also a graduate degree in Physical and Health Education. Rank and salary dependent upon qualifications and experience. Apply to: Dean D. F. Dadson, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario, Canada.

St. Francis Xavier University, Antigonish, Nova Scotia: *Department of History.* Applications are invited for two posts: (1) Early Canadian History; (2) Modern European History and Twentieth Century. Applicants must have the Ph.D. or its equivalent; or an M.A. degree from a leading institution and five to ten years teaching experience at the university level. Salary according to qualifications and experience. For information on salary schedules, research grants, sabbatical leave, housing, and medical insurance, applicants may apply to: Reverend M. MacDonnell, Dean of Arts, St. Francis Xavier University, Antigonish, Nova Scotia.

Sir George Williams University, Montreal, Quebec: *Department of Fine Arts.*

1) The Department of Fine Arts is expanding its programme of courses and will require a full-time ART HISTORIAN commencing with the 1966-67 academic year. The rank proposed for this position is that of Lecturer or Assistant Professor, depending upon the appointee's qualifications, and the salary range will vary accordingly. However, the anticipated initial salary range is $6600 to $7600. Preference will be given to applicants with diversified training and experience who are able to teach a broad variety of courses. All letters of application or inquiry should be addressed to Professor Alfred Pinsky, Head, Department of Fine Arts, Sir George Williams University, 1435 Drummond Street, Montreal 25, Quebec.

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*Notices of positions vacant are carried free of charge.

2) Position available in ART EDUCATION for a person with an M.A. or Ph.D. in Art Education. Duties include the teaching of undergraduate courses in Art Education to Fine Arts majors and classroom teachers; work with graduate students in Art Education, and possibly the teaching of a studio course in the candidates field of major interest. Salary and rank dependent upon applicant's qualifications and experience. Address enquiries to: The Chairman, Department of Fine Arts, Sir George Williams University, Montreal 25, Quebec.

Brandon College, Brandon, Manitoba: Applications invited for an instructress of *Physical Education and Athletics* for the academic year 1966-67. Applicant should have a Master's degree in physical education, and about five years of successful teaching in elementary and/or secondary schools. Applicant with a Bachelor's degree will be considered if we could have reasonable assurance that the Master's degree would be forthcoming soon. Address inquiries to: Professor Joseph M. Marshall, Director of Physical Education and Athletics, Brandon College, Brandon, Manitoba.

The University of Western Ontario, London, Ontario:

1) *Faculty of Engineering Science*:

Civil, Electrical and Mechanical Engineers - Wanted to assist in development of undergraduate, graduate, and research programs in one or more of the following areas: fluid mechanics, thermodynamics, mechanics, control systems, and engineering graphics. Minimum salary for assistant professors, $8500 plus opportunities for summer research supplements. Strong theoretical background, or industrial experience desirable.

Bio-Engineering - Postions open to engineers with experience in the biological or medical sciences, including air and/or water pollution control, and noise abatement. Appointments would involve teaching and research in an expanding bio-engineering program. Minimum salary for assistant professor $8500 plus opportunities for summer research supplements. Strong theoretical background, or industrial experience desirable.

Apply to the Secretary, Faculty of Engineering Science, The University of Western Ontario, London, Ontario, Canada.

2) *Department of Political Science*:

This Department, now consisting of eight members, expects to make additional appointments for the year 1966-67. Applications or inquiries are invited from scholars qualified for research and teaching in (1) international, (2) behavioural and (3) urban and regional studies. Salaries and ranks to suit qualifications; floors: assistant professor, $8,000; associate professor, $10,500; professor, $13,500. Include vitae and names of three referees. Professor H. B. Mayo, University of Western Ontario, London, Canada.

3) *The Library, The University of Western Ontario, London, Ontario*:

Vacancies exist on the library staff for at least three *Bibliographic Searchers* for the year beginning July 1, 1966, but earlier appointment possible. Applications will be considered from those whose interest lies in the Humanities and Social Sciences, and who have a reading knowledge of French, and/or German, and/or Spanish. Degree in librarianship not essential but non-professional librarians should have a Master's degree and some experience in bibliographic work. Those interested are requested to write to Dr. J. J. Talman, Chief Librarian, for further information on salary scale, terms of employment, etc.

Loyola College, Montreal, Quebec: *Faculty of Engineering.*

Applications are invited for the positions of Assistant and Associate Professors to organize and teach: (a) Energy Conversion, Control Systems (general) Electrical Engineering. (b) Advanced Electronic Circuits, Devices and Systems. (c) Material Science (Metallurgy), Mechanics of Machines, and assist in Engineering Design. Applicant should be Master of Engineering or better. Industrial experience desirable. Minima: Assistant Professor, $7,800; Associate Professor, $9,800. Applications should be addressed to the Dean of Engineering, Loyola College, Montreal, Quebec.

Carleton University, Ottawa, Ontario: *Department of History.*

Applications are invited for the position of lecturer or assistant professor from specialists in modern German history. Please address applications, with curriculum vitae, academic records, and at least three references, to G. S. Couse, Chairman of the Department.

University of Windsor, Windsor, Ontario: Applications are invited for the following positions.:

a) Head of the *Department of Geography*: Associate Professor or Professor. Minimum salary: Assoc. Prof. $11,000, Professor $14,250. Rank and salary dependent upon qualifications and experience; Ph.D. with preference for specialization in Urban and/or Statistical Geography. Duties to assume direction of a developing department and to teach undergraduate courses. Duties to commence September 1, 1966. Apply to the Dean of Arts and Science, University of Windsor, Windsor, Ontario.

b) Lecturer or Assistant Professor in *Geology*. Rank and salary dependent on qualifications and experience. Minimum: Lecturer $6,750, Assistant Professor $8,500. To teach elementary courses in Geology and Minerology. Qualifications: Minimum Master's degree, Ph.D. preferred. Duties to commence September 1, 1966. Apply to Dean of Arts and Science, University of Windsor, Windsor, Ontario.

c) Assistant Professor of *Drama*. Minimum requirement: Master's degree, Ph.D. preferred. Salary dependent on experience. Minimum: $8,500. To teach History of the Theatre and be responsible for direction of University productions; preference to one who can also teach voice production and interpretation. Duties to commence September 1, 1966. Apply to Dean of Arts and Science, University of Windsor, Windsor, Ontario.

d) Associate or Assistant Professor of *Industrial Engineering*: To initiate a new programme on both graduate and undergraduate levels. Applicants should have the Ph.D. and a background in operations research. Appointment to be effective about July 1, 1966. Applications and correspondence should be directed to: Professor W. G. Colborne, Head, Department of Mechanical Engineering, University of Windsor, Windsor, Ontario.

e) Professor and Head of the *Department of Civil Engineering*: Appointment to be effective September 1, 1966. Applications and correspondence should be directed to: Dr. J. Gordon Parr, Dean of the Faculty of Applied Science, University of Windsor, Windsor, Ontario.

f) Assistant Professor of *Electrical Engineering* to teach and conduct research in the general area of electronics, communications and control systems. Minimum salary $8,500 per annum. Appointment September, 1966. Apply to Dr. P. A. V. Thomas, Head, Department of Electrical Engineering, University of Windsor, Windsor, Ontario.

g) *Faculty of Business Administration* is seeking a full-time teacher of Marketing, and a full-time teacher for the areas of Accounting and Business Finance. Appointments begin September 1, 1966. Rank and salary will be commensurate with training and experience. Applications with names and addresses of references should be sent to Dr. G. R. Horne, Dean, Faculty of Business Administration.

h) *School of Physical and Health Education*: To cover the following areas: Anatomy, Health Education, Kinesiology, Measurement and Evaluation, Camping, Dance, Current Research and Literature, Scientific Principles of Athletic Training, Human Performance (Physiology of Exercise, Biomechanics, Fitness Appraisal and Guidance). One of the positions will carry with it the responsibility for directing the Intramural program and organizing a service program, while the others will include inter-collegiate coaching and skill instruction responsibilities. Salary and rank will be commensurate with academic qualifications and experience. Apply to: Professor P. J. Galasso, School of Physical and Health Education, University of Windsor, Windsor, Ontario.

Department of Classics: Applications invited for the following positions: Lecturer, Assistant Professor or Associate Professor in Classics, two vacancies. Rank and salary dependent on qualifications and experience. Minimum: Lecturer, $6,750; Assistant Professor, $8,500, Associate Professor, $11,000. To teach undergraduate courses at General and Honours levels, chiefly in Latin. Qualifications: Ph.D. preferred, or M.A. with continued progress towards Ph.D. Duties to commence September 1, 1966. Apply to Rev. J. M. Hussey, C.S.B., Head, Department of Classics, University of Windsor, Windsor, Ontario.

University of Alberta at Calgary, Alberta:
1) The *Department of Biology* invites applications for a position in the areas of molecular biology or cell physiology. Applicants should be prepared to teach introductory and advanced courses in molecular biology and to develop a research programme in this field. Appoint-

ment will be at the rank of assistant or associate professor (bases of salary ranges: $8,200 and $11,350). A curriculm vitae and the names of three referees shoud be sent to Professor E. Gorham, Department of Biology, University of Alberta at Calgary, Alberta, Canada.

2) *Botanical Post.* Botanist (Morphology, Anatomy, Morphogenesis). Position vacant September 1, 1966, in Biology Department, University of Alberta, Calgary. Rank and salary open (base for Asst. Prof. $8,200. Assoc. Prof. $11,350, Prof. $15,100). Address applications to: Professor E. Gorham, Department of Biology, University of Alberta at Calgary, Calgary, Alberta, Canada.

3) *The English Department* invites applications for positions. The basic salary for an Assistant Professor is $8,200, for an Associate Professor $11,350, and for Professor, $15,100. The university has good pension, insurance, and medical plans. Successful applicants are eligible for a removal grant. Applications should be addressed to the Head, Department of English, University of Alberta, Calgary, Alberta.

4) *Department of Modern Languages.* Applications invited for the position of full professor of French or Associate Professor of French. The Department is seeking someone who can offer senior courses in French and direct theses of M.A. candidates. The particular field of interest or study is not critical. Applications should be sent to Dr. J. E. Oyler, Head, Department of Modern Languages, University of Alberta at Calgary, Calgary, Alberta and should include a curricum vitae, a list of publications, and a recent photograph.

University of Alberta, Edmonton, Alberta:
1) *Department of Slavonic Languages and Literatures.* Position: Russian, Assistant or Associate Professor. Duties to commence September 1, 1966. Apply: Dean of the Faculty of Arts, University of Alberta, Edmonton, Alberta.

2) *Department of English.* Four new positions in English (14 members presently), from rank of Instructor up to full Professor. Current salaries: Assistant Professor from $8,200; Associate from $11,000; Professor from $14,000. Applications, including curriculum vitae and addresses of three referees, should be addressed to Professor A. Berland, Chairman, Department of English, University of Alberta, Edmonton, Alberta.

Acadia University, Wolfville, Nova Scotia:

1) *Department of Commerce.* Applications are invited from Master's candidates and graduates in Commerce, Business Administration, Computer Science, Industrial Engineering, or Applied Mathematics for full time academic postings in the areas of marketing, production, and quantitative methods for business. Appointments and salaries will be commensurate with training and experience. Apply to: Professor B. A. Robinson, Head, Department of Commerce, Acadia University, Wolfville, Nova Scotia.

2) Applications invited for the positions of (1) *Registrar,* and (2) *Director of Admissions* and assistant to the Registrar. The minimum qualifications for both positions are a university degree with (1) some experience in a Registrar's Office, and (2) experience in a university or high school in the field of guidance or administration. Salary will depend upon qualifications and experience of appointee. Applications should be addressed to the President of Acadia University, Dr. J. M. R. Beveridge.

Dalhousie University, Halifax, Nova Scotia: *Department of Romance Languages and Russian.* Applications are invited for (1) a post of Assistant Professor in Russian; (2) several posts of Associate or Assistant Professors in French; Ph.D. or equivalent. Appointments for September, 1966. Applicants should write to Professor P. Chavy, Head of the Department of Romance Languages and Russian, Dalhousie University, Halifax, Nova Scotia.

University of Ottawa, Ottawa, Ontario: *Institute of Geography.* Applications are invited for two posts: Assistant or Associate Professor. Ph.D., or near completion, with special qualifications in one or more of the following branches: economic geography (including quantitative methods), urban geography, cartography, climatology, geomorphology, and Latin America. Bilingual applicants preferred. Appointments for July 1, 1966. Salary: Assistant Professor, $7,600 to $10,000; Associate Professor, $10,000 to $12,500. Rank and salary will depend on qualifications. Applications must be received by April 1, 1966, and should be made to the Director of the Institute, Professor B. Zaborski, University of Ottawa, Ottawa, Ontario.

University of Saskatchewan, Saskatoon, Saskatchewan: Department of French and Spanish. Applications are invited for Instructorships in French. Teaching programme will consist of classes at the intermediate and beginner level. Initial appointments will be for one year, but are renewable. The salary range for Instructors is $6000 - $8000, depending on qualifications and experience. Candidates should have a Master's degree or equivalent and should preferably be working towards a doctorate. For one of the positions, special consideration will be given to applicants with interest or experience in the administration and supervision of language laboratories. Duties begin September 1, 1966. Applications, with curriculum vitae, the names and addresses of four referees, and a recent photograph should be sent to the Head of the Department of French and Spanish, University of Saskatchewan, Saskatoon, Saskatchewan.

University of Saskatchewan Regina Campus, Regina Saskatchewan: Department of English. Four new positions in English (14 members presently), from rank of Instructor up to Full Professor. Current salaries: Assistant Professor from $8,200; Associate from $11,000; Professor from $14,000. Applications, including curriculum vitae and addresses of three referees should be addressed to Professor A. Berland, Chairman, Department of English, University of Saskatchewan Regina Campus, Regina, Saskatchewan.

University of Victoria, Victoria, British Columbia:

1) The *Department of Biology* invites applications for the following posts: Entomologist, Geneticist, Mycologist, Biologist (Field unspecified). Each successful applicant will be expected to teach a senior course in the field of his specialty, to assist with some junior classes, and to conduct research. Appointments will be at appropriate rank and salary according to qualifications and experience. Ph.D. required. Duties commence September 1, 1966. Laboratory Instructors in Botany and Zoology (preferably with Master's degree or course work for it completed), a Herbarium Technician and a Laboratory and Photographic Technician will also be appointed. Applications should include biographical information, a curriculum vitae, the names of three referees, a recent photograph and statement of salary expected. Transcripts of academic records will be required. Applications should be sent to W. Gordon Fields, Department of Biology, University of Victoria. Victoria, British Columbia.

2) The *Faculty of Education* announces that several appointments in Education will be made for July 1, 1966. Applicants should have public school teaching experience and should have completed the doctorate (or at least should be well advanced in the program). Instructional responsibilities are in elementary school reading, elementary school arithmetic, educational psychology, social foundations of education, physical education (male). Write to Professor Fred T. Tyler, Dean of Education, University of Victoria, Victoria, British Columbia.

Université Laval, Québec, Québec:

a) *Professeur de Droit·Pour Institution Universitaire. Description de la fonction*: Enseignement et travaux de recherches dans les matières juridiques reliées aux problèmes économiques et sociaux: la liberté du commerce, les lois relatives aux coalitions et monopoles, les aspects légaux découlant de l'intervention des pouvoirs publics dans la vie économique de la nation, le Droit du Travail, les problèmes de sécurité sociale, etc. Qualifications requises: Les qualifications requises par les règlements de l'Université, soit un Doctorat ou d'autres qualifications jugées équivalentes. Seront particulièrement appréciés les candidats ayant obtenu des titres à la suite d'études dans les facultés de Droit et de Sciences Sociales. Aptitudes à la recherche et l'enseignement. Traitement: Echelle de salaires du personnel enseignant de l'Université. Bénéfices sociaux accordés par l'Université. Adresser demande ou s'adresser directement à: Monsieur Gustave Tardif, Doyen, Faculté des Sciences de l'Administration et du Commerce, Université Laval, Cité Universitaire, Ste-Foy, Québec 10.

b) *Faculté des Sciences de l'Administration et du Commerce.* Cette Faculté offre deux postes de professeurs: (1) Un professeur de Psycho-Sociologie industrielle chargé d'un cours de 90 heures à deux groupes d'étudiants au baccalauréat en administration. (2) Un professeur pour assumer l'enseignement du cours de psychologie et administration et d'un cours à option dans ce domaine. Chacun de ces cours, d'une durée de 45 heures, sera donné à deux groupes d'étudiants au baccalauréat en administration. Les candidats à ces postes devront soit avoir terminé leurs études de doctorat en Sociologie industrielle, Psychologie industrielle, Psychologie sociale ou administration, soit être détenteurs d'une maîtrise dans l'un des secteurs des sciences sociales et avoir une

bonne expérience de l'enseignement. Les cours décrits se donneront à partir du ler septembre 1966 mais l'engagement pourra se faire dès le ler juin 1966. Le salaire et le statut académique seront déterminés selon les qualifications et l'expérience du candidat. Les intéressés sont priés de faire parvenir leur demande à: Monsieur Benoit Yaccarini, Faculté des Sciences de l'Administration et du Commerce, Université Laval, Cité Universitaire, Ste-Foy, Québec 10.

United College, Winnipeg, Manitoba: Department of Psychology. Applications invited for an appointment for the 1966-67 session. Duties will involve the teaching of Introductory Psychology and also a senior course in Developmental Psychology. While an M.A. or M.Sc. is the minimum requirement, a candidate with work toward the Ph.D. or with a Ph.D. will be preferred. Teaching experience at university level is also desirable. Appointment will be made at the rank of lecturer or assistant professor depending on the qualifications of the candidate. The starting salary will be in the range of $6,000 to $9,000. Applications, supported by a curriculum vitae, transcripts of academic records and letters of reference, should be submitted to: Dr. C. J. Robson, Chairman, Department of Psychology, United College, Winnipeg 2, Manitoba.

Université d'Ottawa, Ottawa, Ontario: Faculté des Sciences Sociales, Département de Science Politique. Deux vacances dont l'une pour professeur agrégé ou titulaire. Doctorat et bilingue. Enseigner et dévolopper un programme de recherches: (a) systèmes politiques comparés; (b) sociologie politique. Traitement selon l'expérience et les qualifications. Le ler juillet 1966. Aussitôt que possible à Donat Pharand, directeur du département.

University of Alberta at Calgary, Calgary, Alberta: Faculty of Education.

Applications are invited for:

1) *Academic staff positions* for the following departments. Appointments to become effective July 1, 1966, or subsequently as may be arranged. For details concerning these positions please write to the Department Head.

Department of Curriculum and Instruction: social studies, science, French, English and reading (also curriculum development in combination with any of the foregoing) — Dr. S. A. Lindstedt, Head. *Department of Educational Foundations*: philosophy — Dr. R. F. Lawson, Head. *Department of Educational Psychology* — Dr. J. G. Woodsworth, Head. *Department of Fine Arts/Education*: art, drama, music — Dr. A. M. Brown, Head. The above appointments will be made at the rank of Assistant or Associate Professor depending on background and qualifications. Salary ranges are as follows: Assistant Professor: $8,200 - $11,250; Associate Professor: $11,350 - $15,000.

2) *Graduate teaching assistants,* 1966-67, in the following departments: Curriculum and Instruction, Educational Administration and Student Teaching, Educational Foundations, Educational Psychology. Appointees must be duly admitted to the Faculty of Graduate Studies, University of Alberta at Calgary. Duties will vary with the department, but all may involve the supervision of student teaching. The usual stipend is $2,700. For details concerning these positions please write to the appropriate Department Head.

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NOTICES OF PERSONS AVAILABLE FOR APPOINTMENT**

Box 19. Sociology: Teaching and/or research; Introductory, Stratification, Methods, Methodology of the Theory, Family. A.B., B.S., M.A. Some familiarity with Statistics and Economics. Course work for Ph.D. completed; some research experience. 3 years teaching in a Canadian and a Pakistani University. 30, married, one child, landed immigrant status in Canada. Available July 1966.

Box 20. Economics and Sociology: Male, 67, widower with five grown children. Columbia Ph.D. 1934; books, articles; many years teaching and administrative experience in U.S. and South America. Speaks English, French, other languages. Interested in supervising theses. Would consider one- or two-year appointment.

Box 21. English. Male, 33. M.A., Ph.D. course work completed. Ten years teaching experience. Currently employed. Research area: Victorian and Edwardian literature. Excellent references. Available from August, 1966.

Box 22. History and Chinese Classics: B.A. (Peking, with high honour and awarded a National Travelling Fellowship for studies abroad), M.A. (History, Harvard). Special fields: Chinese history and Classics and Modern European diplomatic history. Experience: Taught over 10 years as professor in universities at Taiwan; 7 years as head of the History Department of a Formosan university. Lectured in several American universities as Visiting Professor. Research Fellow, Academia Sinica. Past member, the Board of Governors, Chinese Historical Society. Migrating to Canada. Curriculum vitae, references and list of publications will be supplied on request.

Box 23. History and Political Science: Male. M.A.'s in History and Political Science with several years' experience of university teaching in Canadian history. Emphasis on development of Canadian autonomy and external relations including Canadian-American and Commonwealth relations. Seeks position in this area. Available spring, 1966.

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Box 24. English. Ph.D. in modern English Poetry, University of Edinburgh, 1959. Teaching English language and literature in universities since 1954. Details of research undertaken, publications, etc., will be supplied upon request.

Box 25. French: Female, born 1929. Doctor in French Language and Literature from the University of Paris (Sorbonne) with "Mention très Honorable"; working now as Assistant Professor in the United States. Seeks position as Associate Professor in Canada.

Box 26. Psychology and Philosophy: Philology (German). D.Phil. (University of Vienna). Teaching experience at U. of Vienna, University Mainz and Ataturk University.

Box 27. Electronics Engineer: Post graduate studied and experienced Electronics Engineer seeks a teaching post in Canada. Research opportunities welcome along with teaching post. Five years' experience in industry including development work in field of computer instrumentation.

Box 28. Geography: Ph.D. (Geography) Indiana University, 1958. 15 years teaching experience in State Colleges, Panjab, India, Panjab University, Chandigarh, and University of Delhi. Seeks teaching position in college or university, from Summer, 1966. Special interests: Population, Urban, and South Asia.

Box 29. Political Science: M.A. (Calc. first class first) MSoc Sc 1955-57 (Institute of Soc. Studies, The Hague, First in order of merit) DSc Pol 1955-58 (Amst), Reader in International Relations, Jadavpur University, Calcutta - 32, India since 1961, author Indo-Pakistan Relations, 1947-55, Amsterdam 1959. Seeks teaching cum research position. Courses preferred - Indian politics and foreign policy, International Relations or in the general field of Political Science. Age 39, married.

Box 30. Physics: Ph.D. Theoretical Physics from Liverpool, England. Special interest in solid state Physics. (Semiconductors). Seeking position in a university or industry.

Box 31. Geography: Ph.D. Durham, F.R.G.S. London. Experience of Hons. and Post-graduate University teaching since 1957. Conducted Field Works in Middle-east, Ireland and Belgium. Qualified for MESCO Certificate in Microlimatology for Ecology and Soil Science organized by Unesco 1960. Several publications in academic magazines in English and French.

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